

COLLEGE APPLICATION PROCEDURES AS
THEY INFLUENCE EFFICIENT USE OF
HIGH SCHOOL COUNSELOR TIME

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DEDICATED TO

Leon J. Deming,

A wonderful father and inspiring educator whose understanding of others has made him loved and respected by the many students, teachers, and friends whose lives he has unknowingly increased in personal meaning and value to society.

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CHAPTER I

COLLEGE ADMISSIONS PROCEDURES

It is not difficult to remember the day when high school seniors applied in spring to the college they planned to attend in the fall. Rarely was more than one transcript of high school records required, and the principal in the smaller high school could identify his student and fill out the needed recommendation.

Many factors have greatly altered this situation in recent years. High schools have become small campuses with graduating classes of from 200 to 3,000 members. The percentage of graduates continuing their education has increased yearly. Of the 1965 graduates in Florida, 51 percent attended college. ✓

During the past few years, the war boom babies have been completing high school programs. Their numbers are so great that colleges are finding that they must often reject applicants that they would have accepted only a few years ago. The adverse psychological effect of this college guessing game upon seniors in high schools has been noted by counselors. Admission standards have been changing. Capable students, surprised by the rejection of their applications by the college of their choice, have been advised to apply to several other colleges. Many alumni are unaware that they could not meet the present admission requirements of the colleges from which they graduated. The

shock of the rejection of their children's applications by these colleges is perhaps one of the factors that has added impetus to the present "college scramble."

In order to locate a college where they can be admitted, students are making multiple applications. This has presented special problems to high school counselors in advising students regarding colleges to which they might apply. Guidance workers are faced with increasing demands for counseling time. They are also engaged in completing numerous applications. Colleges, in order to select the student who would fit into their types of educational programs, have increased their requests for personality evaluation information from the applicant's teachers who are in daily contact with the student and usually better informed concerning his specific personality characteristics. Collecting the requested information, filling out the evaluation forms, and processing the transcripts for multiple applications has become a growing problem in terms of counselor time demands.

Colleges and universities, while enjoying the opportunity to be more selective with regard to the students admitted, face confusing and complex problems resulting from this multiple-application procedure. Attempts to estimate the actual number of students who will matriculate from the number accepted has become a problem that has sometimes resulted in over admission and sometimes in under admission of students. Registrars are concerned with the evaluation of high school transcripts, the variety of grading systems, the significance of accelerated programs, non-academic courses, and other factors which have a bearing on the admission of students.

Purpose of the Study

The primary purpose of this study is to analyze the extent to which present college admissions procedures are affecting the high school counselor and to estimate, in terms of lost counselor time, represented by the number of applications of students not accepted by colleges, the cost to secondary schools.

A second purpose is to understand the situation facing college admissions personnel in order that, based upon the data gathered in this study, constructive recommendations may be made to relieve high school, college, and university personnel of unnecessary work in completing and processing student applications for admission to college.

Importance of the Study

The amount of work done by counselors and admissions officers has increased in direct proportion to the number of college applications processed yearly. This study will attempt to evaluate the time required of personnel and the cost of our present system in order to provide an awareness of the need to apply more efficient methods of processing college applications. Research in data processing has now made possible the application of more efficient methods that may help to reduce the amount of counselor time required for completing forms and improve the communication of information about applicants to colleges and universities.

Data for the study are taken from the replies of counselors in secondary schools who process students' college application forms to questions about the responsibilities these counselors have, the

responsibilities they believe are of the most importance, and the time they spend in processing students' college application forms. One counselor's experience in this area will be analyzed. College and university admissions officers have furnished information required of prospective students by their institutions and forms that the institutions use in gathering this information.

College and university admissions forms have been collected, as have standard forms which have been developed by professional organizations and by state departments of education. Other information used has dealt with multiple applications to colleges and universities made by students and attempts to simplify and to automate forms and application procedures. Questionnaires used in gathering information from counselors and college admissions personnel and the forms received from the latter and from professional organizations are included as appendices.

CHAPTER II

REVIEW OF THE LITERATURE

Role and Responsibility of Secondary School Counselors

The role of the secondary school counselor has been a subject of consideration for many years. Fullmer and Bernard state that:

The field of school counseling is in a state, perhaps even more than other fields in education, of flux. The rapid spread of counseling is accompanied by a questioning of the direction in which the field is moving. Much of the controversy is concerned with the role and functions of the school counselor (10, p. 144).

Authorities in the field have become increasingly concerned about this problem. In "A Bill of Rights for School Counselors," Steward states that:

Contact with scores of counselors has convinced the writer that there are among them many who are disillusioned and frustrated by the wide gap between counseling theory and practice. They listen to speeches and read articles by guidance leaders and are inspired by the high level nature of the work counselors should be doing. Then they face the reality of the tasks their administrators assign them, and the comparison is quite traumatic (22, pp. 50-506).

He quotes the statements of counselors. "I am primarily a clerical worker." "I left teaching to do full-time counseling because I felt I could then be able to help students with emotional problems, but I was mistaken."

In reviewing the literature with reference to the area of college counseling as a responsibility of the secondary school counselor,

one becomes aware of a variance in role interpretation. Several of the contemporary texts on counseling have few references to this topic.

Richard Byrne emphasizes its importance when he writes:

Placement in higher education is provided by the counselor and is different from placement in a subject level or study program. Assistance is given to the pupil as he applies for admission to the appropriate educational institution following high school, seeks any financial help from that institution in the form of scholarship, and so on, and completes application form, with transcripts and references from the sending school (2, p. 14).

In a later chapter of his text on college-bound youth, he states, "As a group, they are considered only briefly here and for but one chief purpose, to show how the counseling function can be distorted by the presence of this population" (2, pp. 12-19).

Reporting the findings of Project Talent, Wrenn noted that "Generally, senior high school counselors have as one of the most frequently reported duties that of counseling for college" (32, p. 195).

Crary (5) surveyed 144 specialized counselors in Ohio and found that, "Educational counselors comprised the largest number (30 counselors or 20.8 percent), and the next largest category consisted of 29 college counselors (20.1 percent)." The specialized counselor was defined as a certified counselor who devoted at least one-half of his professional time performing the activities related to a single area of guidance.

Schmidt's study (21) found, "The ideal function of secondary school counselors was perceived by counselors especially to include the counseling of students with personal or social problems, vocational and educational counseling." They felt they should be least occupied "preparing transcripts for college."

Frequently, the roles of the school counselors are influenced by stated concepts of guidance.

Thus, school counselors find their roles and functions, to a degree, defined for them by state department of education standards and by their certification requirements (22, p. 105).

College placement is, therefore, one of the most exacting of the counselor's jobs. He reads carefully current catalogs and other materials which are sent to him by the colleges. He talks with college representatives who visit the high school. Whenever possible, he goes to the college campuses and gains as much first-hand knowledge as he can. Counselors should encourage parents to confer about college attendance for their children, should know well financial and other officers in colleges in their own geographic region and should be aware of the kinds of financial aid available at all of the institutions to which the high school sends its graduates (1, pp. 63-64).

In recent years, the professional organizations, the American Personnel and Guidance Association and the American School Counselor Association, have prepared statements on the role of school counselors. The ASCA document states, "That this document is not an accurate characterization of conditions as they may presently exist is recognized. The function of the ASCA Policy Statement is to describe what should be, rather than what is" (11, pp. 68-70).

In Counseling, A Growing Profession, Fitzgerald states:

It is this writer's firm belief that the most important impact from the ASCA statement is that the fact that for the first time there is a statement of the role and function of the school counselor that depicts a consensus from the ASCA and from the school counselors throughout each one of the fifty states (16).

Counselors' Use of Time

Hill points up the breadth of the role of the counselor and the indeterminate state of this role when he writes:

In the last decade, several status studies involving analysis of what secondary school counselors do have been reported. All agree that counselors are performing a considerable variety of

functions, that clarification of functions is needed, and that what counselors are now doing does not promise an adequate guide to what they should be doing (12, p. 105).

Tennyson's survey (23) of counselors was an attempt to gather information to better understand why secondary school counselors so frequently report that they do not have enough time to perform their essential duties. He found their functions as follows:

<u>Guidance function</u>	<u>Time now spends</u>	<u>Time should spend</u>
Assistance to Students	60.65%	65.49%
Assistance to Teachers	13.65%	15.59%
Assistance to Administration	21.57%	12.14%
Research Assistance	4.00%	6.80%

According to Tennyson, this distribution of their time was not entirely satisfactory to the sample he polled. Counselors seemed to feel that they were spending too much time assisting the administration and working on general school problems.

In 1962, the California State Department of Education (9) found that counselors used 39 percent of their time counseling students, 38 percent on non-counseling duties, 11 percent counseling with parents, and 2 percent for liaison with the community.

Hollis and Isaacson (13), in their research, investigated all areas of counselor responsibility by a survey questionnaire. In the area of time devoted to school and college applications, the median time spent was 20 percent, the maximum 50 percent.

The American School Counselor Association study by Wrenn (32) revealed that full-time counselors spend one-half of their time or more counseling students, 30 percent two periods or more consulting with teachers and parents, 70 percent one or two periods doing group work with students.

Purcell (18) reported the findings of a survey of 106 counselors, 94 percent employed in grades 7 through 12. She found the following amount of time spent by these counselors devoted to the following duties associated with college applications: 13 percent recorded marks on transcripts; 67 percent wrote personal recommendations; 55 percent had the services of a paid, full-time secretary or clerk; and 70 percent spend half an hour a day or more on clerical duties.

Gold (11) reported on the record he kept over a month's period of all of his counseling activities. He was employed in a secondary school with a student population of over 2,000 and a counseling load of approximately 430 pupils. His findings on his use of time were as follow:

	<u>Counselor use of time</u>	
Clerical type activities	1,678 min.	46%
Non-clerical type activities (programming)	1,055 min.	29%
Non-clerical (including interviews)	902 min.	25%

He states, "The clerical work of the counselor may cost the local school system two to four times more money, may be much less accurate, more time consuming and may significantly decrease the time for actual counseling."

Review of College Admissions Practices

Admission practices of our colleges have been evolving during a period of more than 300 years. Fine writes, "College admission policy and procedure development can best be understood in terms of its history" (7, p. 16).

The settlers of New England brought with them the Latin grammar school of England. It had no quarrel with the entrance requirements of the newly established colonial colleges. Traxler and Townsend state, "In the light of their historical purpose, it was entirely natural and right for the early American colleges to determine entrance primarily on the basis of demonstrated proficiency in classical languages and the small number of applicants made oral examinations feasible" (26).

After a time, the narrow admissions requirements of the early American colleges began to undergo modification. The rise of the academy with the broader areas of training encouraged the colleges to re-examine their entrance requirements and new subjects, English grammar, arithmetic, and algebra, became accepted.

With the appearance of the public high school in the first part of the Nineteenth Century, the middle link in a continuous educational chain was established. Until this time, it is significant that the 23 colleges in existence did not enroll in all more than 2,000 students (26).

The Morrill Act of 1862 gave impetus to the establishment of agricultural and mechanical colleges. State-supported colleges were usually required by law to accept all graduates of accredited high schools who applied to them. The process and problems of admissions to state-supported colleges have, from the beginning, been very different from those of private colleges. Fishman states:

During the Nineteenth Century, few American Colleges needed a philosophy of admission nor a procedure of selection. Secondary schools and colleges were really two phases of the same educational program. Colleges did not complain that they could never be quite sure what it was that their applicants had studied in secondary school nor just what their grades implied with respect to level of proficiency. In fact, it was often a

foregone conclusion as to which candidate would go to which college, to study what, and the dropout, flunkout, and transfer rates were low indeed. Given this set of circumstances, problems of admission and selection were few and of low order of intensity from the point of view of institutional and national well being (19, pp. 666-689).

As the number of privately supported and denominational colleges multiplied, each one developed its own set of entrance requirements. A chaotic college entrance situation ensued. This created a burden upon secondary schools. According to Thompson (25), "It was largely resolved through the leadership of Eliot of Harvard and Butler of Columbia who joined their talents to bring about the creation of the College Entrance Examination Board in 1900."

By 1900, the number of high school pupils had reached half a million, and colleges enrolled about 250,000. This increase has continued through this century, temporarily affected by depression and war. In 1951, our college enrollment was 2,000,000. In 1965, it was 4,800,000. It has been estimated that it will be 6,900,000 in 1970 and 10,200,000 by 1980 (6).

Crossland points out the waste of time of professional personnel and possible damage to students in the present situation. He writes:

There are significant differences between serving a self-selected four or five percent of college-age group as was true two generations ago and serving 50 percent or more as will be true in the very near future. Higher education has been much too slow in recognizing that new techniques must be adopted to handle the increased flow of traffic. Because of our collective failures in both secondary and higher education, we have come close to making access to our colleges and universities a shambles. For tens of thousands of our young people, we have made college admission a traumatic experience. We may seriously have . . . damaged the senior year in high school. . . . Millions of dollars are wasted on application fees. . . . Millions of man hours in secondary school are wasted copying transcripts and recommendations Millions of man hours in our colleges are wasted on recruitment and on the shuffling of papers from "ghost applicants" (applicants who are accepted but do not matriculate). (6, p. 26)

Benjamin Fine, in his book, How to be Accepted by the College of Your Choice, has a chapter entitled, "A Word to Guidance Counselors," in which he states:

Another headache, and perhaps one of the severest is the enormous paper work involved in processing college applications. I know of far too many guidance people whose days are so occupied with mechanical tasks of processing applications and letters of recommendation that they rarely are able to do their primary job of counseling. You know how serious the multiple application problem has become, how wasteful it is, and how much of a mad race it is when Amherst must accept as many as 1,750 applicants to be sure of a class of 626, and when Harvard accepts 4,341 to be certain that it will have a class of 1,233 (8, p. 236).

Frank Bowles writes, "The fact is that a substantial part of the present day work of the admission officer is created for him by intangibles. . . the effort to control multiple applications, the elaborate tables for calculating the incidents of ghosts that are accepted" (4).

Bowman expresses the feeling of many college and secondary school personnel involved in processing college applicants when he states in his article, "Better Communication Needed," that:

We must develop some means of effective cooperation among colleges and secondary schools if we are going to survive the hectic years ahead.

When I study college profiles and see how many applicants are rejected, I feel the secondary schools are wasting a lot of time in filling out many of their applications and that colleges are having to waste a lot of time in rejecting them. It seems quite evident that there is less room than ever before for unilateral action on the part of either college or secondary schools in the area of college admissions (3).

Suggested Methods to Improve College Admission Procedures

There are avenues of possible solution of the present college admission problems suggested in the recent literature on the subject. The data processing research done by the State of California Department of

Education (15) and the CPGA, Cooperative Plan for Guidance and Admission to Colleges (27-31), offers promise of demonstrating more efficient methods of processing college applications by utilizing the progress made in electronics. Fred Crossland describes the cooperative undertaking in Great Britain called "Universities Central Council on Admission" (6), now in its second year of operation. He explains the process and states:

Today virtually any young man or woman seeking admission to a British University submits only one application, listing six institutions according to order of preference. The VCCA employs the latest data processing and computer equipment. Each candidate and each individual university retains complete freedom of action (6, pp. 25-31).

In the past 15 years, the number of students attending our colleges has more than doubled. Our methods of processing college applications remains essentially the same as it was in the beginning of this century when there were only 250,000 students in college compared to our present enrollment of over 4,800,000.

With approximately 50 percent of our high school graduates applying to colleges, the competition for admission has given rise to our multiple application system.

College admission officers are, therefore, faced with the dilemma of processing millions of surplus or ghost applications. Many colleges are increasing their requirements of student evaluation in order to better select those who have the potential for success in their institutions.

High school counselors are finding a large percent of their time required to complete the many different and complex application forms. It is difficult to estimate the total cost today of antiquated

college application procedures, the cost to parents of multiple applicants, to secondary school personnel completing applications, and to college admission officers evaluating the confusing variety of high school transcripts. The need for development of an efficient method for transferring high school graduates to college becomes apparent as an increasingly significant contemporary problem.

CHAPTER III

PROCEDURES IN GATHERING DATA IN THE STUDY

Survey of Florida High School Counselors

A study of college application procedures to determine the extent to which they influence the efficient use of a high school counselor's time requires knowledge of how, in fact, counselors do use their time. For this reason, a survey of the counselors of Florida was initiated. A questionnaire (Appendix A) was devised to attempt to determine the specific responsibilities different high school counselors have. Other information was requested to determine the size of the student body, the ratio of students to counselors, the amount of clerical help available to counselors, and the number of years' experience the counselors have had in school work and in guidance.

The questionnaire contained items to which counselors were asked to respond to estimate what percent of their time they used performing various duties and what percent they felt they should be using on these duties, such as counseling students, college counseling, supervising the testing programs, scheduling, and clerical work. It is admitted by all who have considered the problem that it is difficult to estimate these accurately due to the fact that many of these responsibilities are seasonal.

Questionnaires were sent to 290 counselors throughout the State of Florida. Replies were received from 222 counselors. Eighty-three

of the counselors replying were employed in schools with grades one through 12 or were in junior high schools with grades seven through nine.

This study is primarily concerned with the use of counselor time in processing college applications. It was, therefore, decided to use replies from only those counselors working in schools with grades nine through 12 or 10 through 12, since it is the 11th and 12th grade students who are involved in applying to college. One hundred and thirty-nine replies were received from counselors working in either the four- or three-year high school. This study of use of counselor time is based on replies to the questionnaire from 139 secondary school counselors employed in Florida.

Processing College Applications in Satellite High School

The writer made a detailed study of the procedures used in processing college admissions applications in the school in which she was employed as a counselor, Satellite High School, Satellite Beach, Florida. The senior class of 1966 at Satellite High School had 369 seniors of generally above average ability. Because many of the students' parents had lived and attended college in other areas of the United States, there was, perhaps, more than the usual number applying to out-of-state institutions.

Processing college applications was the responsibility of one of the two counselors employed at this high school of over 1,200 students. There was no clerical help available, nor was there a high school registrar.

A record was kept of each transcript processed and the name of the college to which the student applied. Teachers completed personality evaluations on all seniors applying for college admission. A minimum of three per student was considered necessary. Additional data were obtained directly from the student concerning school activities, club membership, offices held, need for financial assistance for college. Other evaluations, such as written summary appraisals, were requested as needed. Teacher conferences were held on questions concerning advisability of recommendation. Counselors in high schools of over 1,000, with a counselor-pupil ratio of approximately 600 or more to one, usually do not know the students well enough to make valid recommendations without assistance from the teaching staff.

Survey of College and University Registrars

A survey of the college registrars was made since they are directly involved in the processing of applications of high school graduates who plan to attend college. It was felt that any findings made as a result of this study would be of greater significance if their point of view was represented.

A questionnaire, which is included as Appendix B, was sent to registrars in selected colleges and universities of all sizes and in all areas in the United States. Private, state, and church sponsored institutions were included in order to determine the problems of admissions in these different types of schools.

The questionnaires were worded to determine registrars' concerns about present application procedures and if they felt the processes

should be given further study. Their opinions of the value of standard state application forms were requested. They were asked if standard high school transcripts would give more accurate information than some of the forms now used. They were asked also to comment on what they considered important problems in processing applications for admission and for any suggestions or recommendations they might have.

Replies were received from 189 registrars. Many wrote letters explaining their positions. Others added notes that contributed a great deal to the better understanding of college application procedures.

Study of College and University Applications

Over 500 colleges and universities in the United States were contacted requesting a sample of their application forms. This request for information is included as Appendix B. Applications were received from all of the institutions contacted. These colleges and universities were located in all of the states. Some were large universities, others small colleges.

The college application forms reflect the individuality of the various colleges. In analyzing the many forms, it became apparent that there had been sporadic attempts to standardize them. Various professional organizations had periodically adopted standard forms. Several states had developed standard policies with regard to their state institution. Some states used a state-authorized application form in all private institutions in the state. Other states developed standard high school transcript forms.

Standard Forms in Use*

Four professional organizations have developed standard transcript and application forms. A study of the forms revealed that the first had been copyrighted in 1941 and is still used by several colleges. Later standard forms were copyrighted in 1957, 1958, and 1964. Information on the number of colleges presently using each of the forms was requested.

Since these forms are used throughout the United States, a survey of 30 high school counselors was made to find out how much time they spent in completing each. Included in this survey was the research study form, referred to as the Ivy League Application. This survey was used to estimate the amount of time various application forms require to be completed. In the questionnaire that was sent to the college registrars, they were requested to estimate the time they thought a secondary school counselor or principal would use to complete the form their institutions used. This was a check on the estimate that the counselors had made.

State Department of Education Forms in Use

A questionnaire was sent to all state departments of education to learn if:

- a. The state used a standard ~~state-adopted~~ college application form.

*The professional organizations from which standard transcript and application forms were requested were the National Association of Secondary School Principals, the American Association of Collegiate Registrars and Admissions Officers, and the American School Counselor Association.

- b. The state was considering adopting a standard form.
- c. The state required only a photo-copy of a high school transcript for state college application purposes.
- d. The state had a standard high school transcript form in use.

This questionnaire is included in Appendix C.

College and University Multiple Applications

A survey of 440 colleges and universities in the United States was made to determine the number of applications for admission they received in the previous school year. Also requested was the number of students who were accepted and the number who enrolled of those accepted.

This information was compiled from two major sources:

The Manual of Freshman Class Profiles, 1965-66, and the questionnaire form in Appendix B.

Research Project Study of Ivy League Standard Application Form

A study was made of those colleges and universities that are participating in the research program that has developed the application form referred to as the Ivy League Form. These are universities and colleges which receive as high a percent of multiple applications as any institutions in the United States. Counselors were asked to estimate the amount of time required to complete these forms, and college registrars were asked to estimate the length of time this application form would require to complete.

Forms were developed listing the number of students who applied, the number accepted, and the number who enrolled. The time per application was multiplied by the National Education Research Report average counselor salary per hour in order that the cost of processing these applications could be made. Of special interest was the cost in terms of time and salary for multiple applications which are in fact lost time (Appendix F).

New Approaches to Processing Applications

One of the most interesting approaches to decreasing the paper work involvement of high school counselors in completing college admission application forms is the Cooperative Plan for Guidance and Admissions developed by the Educational Testing Service. The Cooperative Plan for Guidance and Admissions makes available to schools a comprehensive transcript service and records-keeping system. By means of a computer, the CPGA is able to store, summarize, retrieve, and communicate meaningful and comprehensive information about students in a quantity and quality heretofore unavailable to the educational community.

England has established a Central Council on Admissions to enable the business of admission to first degree courses to be dealt with in an orderly manner and, what is equally important, in a way which gives proper freedom to the individual candidate in making a responsible choice without interfering with the equally proper need of individual universities to select the student they wish to admit.

Information from the admissions application forms is fed into a computer which now handles all applications to colleges and universities in England and Wales (24).

The University of Pittsburgh is developing a Computer Measurement System. A major function of CMS, according to William W. Cooly in his article, "Counseling in a Computer World" (20), "Would be to renovate student cumulative records. It is designed to function also in the management of student appraisal." This system holds promise for the efficient processing of college application forms.

Tabulation and Analysis of Data

Survey of duties and responsibilities of high school counselors in Florida

In order to learn the significance of recent developments caused by increasing numbers of students applying for college admission, it is important to understand the responsibilities of the high school counselor and to know the average number of students to whom he is responsible and the resources, such as clerical help, which are available to help him to carry out his duties.

A survey to determine these responsibilities of counselors in Florida secondary schools resulted in replies from over 200 counselors. Replies were selected for this study from counselors who worked with the high school student, since they are involved in the processing of college applications. Information from questionnaires returned by 150 counselors representing 92 schools with a total student enrollment of 124,236 were used in this study.

In tabulating the replies, it became apparent that the patterns of counselor responsibilities are related to the size of the school in Florida. For this reason, the counselor replies were grouped in

four categories: schools with student bodies of under 1,000, over 1,000, over 2,000, and over 3,000.

Chapter IV is a summary of the data from the survey of Florida high school counselors on their duties and the time spent in processing students' college applications. It includes the information that the writer gathered from her study of the use of her time as a counselor. Chapter V is the summary of the replies of college and university admissions officers on the information that their institutions require of prospective students, the time they estimate is needed to complete these forms, a consideration of the values of standard forms, and the problem of multiple applications to colleges and universities. New approaches to efficient admissions application procedures are discussed.

CHAPTER IV

COUNSELORS' REPORTS ON THEIR DUTIES

A study of the replies of Florida school counselors to questions about their duties and the time that they spend in completing students' applications for admission to college indicates that the duties of the counselor and the time that he spends on each differ in schools with different enrollments. The replies of counselors were grouped by size of schools: under 1,000, 1,000 to 2,000, 2,000 to 3,000, and over 3,000 enrollment.

The questionnaires sent to the 139 counselors (Appendix A) in secondary schools with grades 9 through 12 or 10 through 12 who replied are summarized in tabular form. The tables reflect the numbers of counselors in schools of each size and other information about the schools; the duties performed by counselors, both counseling and administrative; and the percentages of time used and which should be used for each duty.

Uses of Counselor Time in Schools With Under 1,000 Enrollment

In schools of under 1,000 students, there was an average student population of 552 with an average of one counselor per school. Several of these counselors were employed as counselors on a part-time basis, some indicating that they also had teaching responsibilities. They reported that they averaged 14 1/2 years of experience in schools but with only three years in counseling.

From an analysis of their replies, it seems counselors in the smaller high schools perform a greater variety of duties than do those in larger high schools. They counsel all students, do all college and vocational counseling, and have the full responsibility for supervising and conducting school testing programs. Twenty-two percent have admission and withdrawal of students, and 75 percent have scheduling duties. In both of these areas, counselors in this group reported a higher percentage than do any of the other counselors.

It is interesting to note that with their varied duties, these counselors also reported less clerical assistance (68 percent of the schools have no clerks) than do the other counselors. Information on this group of high school counselors is shown in Tables 1 and 2. It is not, perhaps, surprising that in schools of under 1,000 students counselors indicated the greatest dissatisfaction with the division of their time. They reported the total amount of time used for counseling as 28 percent. This amount, they felt, should be increased to 65 percent. The percentages of their time used in counseling activities is shown in Table 3.

The counselors reported that they use 37 percent of their time on attendance records, admission and withdrawal of students, and other non-counseling duties. They would like to have these duties take only 18 percent of their time as shown in Table 4. They also reported that they spend 25 percent of their time on clerical and semi-clerical duties, such as filling out college applications. They feel that they use 36 percent of their time on non-counseling duties, and this should be reduced to 8 percent as reported in Table 5. Clerical duties and the completion

TABLE 1
NUMBERS OF COUNSELORS REPORTING AND STUDENTS IN
FLORIDA HIGH SCHOOLS WITH LESS THAN 1,000 ENROLLMENT

School and counselor information	Totals
Schools	31
Number of counselors returning questionnaires	32
Average number of counselors per school	1 $\frac{1}{2}$
Total number of counselors employed	35
Average number of years employed	14.5
Average number of years in counseling	3
Total number of students	17,120
Average number of students per counselor	535
Number of schools that employ registrars	6
Number of schools that employ clerical workers full or part time	8

TABLE 2
DUTIES REPORTED BY COUNSELORS IN FLORIDA HIGH SCHOOLS
WITH LESS THAN 1,000 ENROLLMENT

Duties reported by counselors	Percentages
Percent of counselors that counsel:	
All students	100
By grade level	0
For college	100
Vocational	100
Percent of counselors that	
Plan and supervise testing	100
Have attendance responsibilities	22
Have discipline responsibilities	3
Coordinate admission and withdrawal of students	72
Coordinate scheduling of classes	75

TABLE 3

PERCENTAGE OF COUNSELOR TIME USED IN COUNSELING IN
FLORIDA HIGH SCHOOLS WITH LESS THAN 1,000 ENROLLMENT

Counseling duties	Estimated percent of counselor time		
	Now used	Change desired	Should use
Academic and personal problems	19	+31	50
College counseling	14	+ 4	18
Counseling with others (teachers and parents)	5	+ 3	8
Totals	38	+38	76

TABLE 4

PERCENTAGE OF COUNSELOR TIME USED IN NON-COUNSELING RESPONSIBILITIES
IN FLORIDA HIGH SCHOOLS WITH LESS THAN 1,000 ENROLLMENT

Non-counseling duties	Estimated percent of counselor time		
	Now used	Change desired	Should use
Attendance	2	- 1	1
Admission and withdrawal of students	2	0	2
Administrative duties	14	- 9	5
Testing program	10	- 4	6
Class scheduling	9	- 5	4
Totals	37	19	18

TABLE 5

PERCENTAGE OF COUNSELOR TIME SPENT ON CLERICAL DUTIES IN
FLORIDA HIGH SCHOOLS WITH LESS THAN 1,000 ENROLLMENT

Clerical duties	Estimated percent of counselor time		
	Now used	Change desired	Should use
Application forms (completing for college and scholarship)	9	- 5	4
General clerical work	16	-12	4
Totals	25	-17	8

of college application forms are estimated to require 25 percent of counselor time. The counselors feel this should be reduced to 8 percent.

Counselors were asked to make any comments that they wished concerning their duties and responsibilities. Eleven of the counselors in schools with under 1,000 students made comments on the frustrations in their work. Some of these comments are included in Appendix G.

Uses of Counselor Time in Schools With
1,000 to 2,000 Enrollment

Sixty-seven counselors in schools with 1,000 and 2,000 students replied to the questionnaire. These schools employ 105 counselors. The total enrollment for schools of between 1,000 and 2,000 students represented in this study is 54,660 students, with an average number in the student body of 1,400. The numbers of counselors and other information about the schools is shown in Tables 6 and 7.

The counselors in these schools have diversified responsibilities. Seventy-two percent counsel all students, 67 percent do college counseling, and 53 percent do vocational counseling as shown in these tables.

TABLE 6

NUMBER OF COUNSELORS REPORTING AND STUDENTS IN FLORIDA HIGH SCHOOLS
WITH 1,000 TO 2,000 ENROLLMENT

School and counselor information	Totals
Schools	39
Number of counselors returning questionnaires	67
Average number of counselors per school	2.8
Total number of counselors employed	105
Average number of years employed	17
Average number of years in counseling	10
Total number of students	54,660
Average number of students per counselor	520
Number of schools that employ registrars	18
Number of schools that employ clerical workers full or part time	17

TABLE 7

DUTIES REPORTED BY COUNSELORS IN FLORIDA HIGH SCHOOLS
WITH 1,000 TO 2,000 ENROLLMENT

Duties reported by counselors	Percentages
Percent of counselors that counsel:	
All students	72
By grade level	27
For college	67
Vocational	53
Percent of counselors that	
Plan and supervise testing	57
Have attendance responsibilities	0
Have discipline responsibilities	3
Coordinate admission and withdrawal of students	64
Coordinate scheduling of classes	64

Admissions and withdrawals, as well as scheduling, are done by 64 percent of these counselors. Thirty-seven percent report full-or part-time clerical help.

Counselors in schools of 1,000 to 2,000 students report that they use 50 percent of their time in counselor-related duties. This is a significant increase from the 38 percent the counselors in schools of under 1,000 report. These counselors feel that 50 percent of their time for counseling is inadequate for this responsibility and indicate they would like the time increased. These counselors report that they now use a total of 28 percent of their time on non-counseling duties as shown in Table 9. Clerical duties and the completion of application forms are estimated to use 22 percent of counselor time. This amount of time, the counselors feel, should be reduced to 11 percent as outlined in Table 10.

TABLE 8

PERCENTAGE OF COUNSELOR TIME USED IN COUNSELING IN
FLORIDA HIGH SCHOOLS WITH 1,000 to 2,000 ENROLLMENT

Counseling duties	Estimated percent of counselor time		
	Now used	Change desired	Should use
Academic and personal problems	27	+21	48
College counseling	18	+ 6	24
Counseling with others (teachers and parents)	5	+ 1	6
Totals	50	+28	78

TABLE 9

PERCENTAGE OF COUNSELOR TIME USED IN NON-COUNSELOR RESPONSIBILITIES
IN FLORIDA HIGH SCHOOLS WITH 1,000 TO 2,000 ENROLLMENT

Non-counseling duties	Estimated percent of counselor time		
	Now used	Change desired	Should use
Admission and withdrawal of students	4	- 2	2
Administrative duties	8	- 4	4
Testing program	6	- 2	4
Class scheduling	10	- 7	3
Totals	28	-15	13

TABLE 10

PERCENTAGE OF COUNSELOR TIME SPENT ON CLERICAL DUTIES
IN FLORIDA HIGH SCHOOLS OF 1,000 TO 2,000 ENROLLMENT

Clerical duties	Estimated percent of counselor time		
	Now used	Change desired	Should use
Application forms (completing for college and scholarship)	11	- 4	7
General clerical work	11	- 9	2
Totals	22	-13	9

There is dissatisfaction with use of time by counselors who feel that 28 percent less time should be used for non-counseling duties. This group of counselors feels that 13 percent of their time should be adequate for these duties, which is very close to the figure of 18 percent that counselors in schools of under 1,000 students recommend for non-counseling duties.

Comments from counselors in schools of over 1,000 enrollment indicate that they are dissatisfied with the heavy amount of clerical work that they find they are required to do. They report that 63 percent of counselors in secondary schools of over 1,000 student enrollment do not have clerical help and that they are using 11 percent of their time on completing college applications and an additional 11 percent on other clerical duties. Some of these comments appear in Appendix G.

Uses of Counselor Time in Schools With
2,000 to 3,000 Enrollment

Thirty-six counselors from 17 Florida high schools with 2,000 to 3,000 students answered the questionnaire. These schools, as shown in Tables 11 and 12, had an average pupil enrollment of 2,278 and a counselor-pupil ratio of 478.

In schools of this size, there is a significant increase in the clerical assistance available to counselors. Ninety-four percent of these schools are reported as having both clerical help and registrars. There is an average of four and a half counselors employed per school who report that the pattern of responsibilities of counselors is different than it is for counselors in high schools of under 2,000 students. Sixty-four percent counsel by grade level and work with the same group of

TABLE 11

NUMBER OF COUNSELORS REPORTING AND STUDENTS IN FLORIDA HIGH SCHOOLS
WITH 2,000 TO 3,000 ENROLLMENT

School and counselor information	Totals
Schools	17
Number of counselors returning questionnaires	36
Average number of counselors per school	4.5
Total number of counselors employed	72
Average number of years employed	15
Average number of years in counseling	7
Total number of students	34,450
Average number of students per counselor	478
Number of schools that employ registrars	14
Number of schools that employ clerical workers full or part time	9

TABLE 12

DUTIES REPORTED BY COUNSELORS IN FLORIDA HIGH SCHOOLS
WITH 2,000 TO 3,000 ENROLLMENT

Duties reported by counselors	Percentages
Percent of counselors that counsel:	
All students	30
By grade level	64
For college	69
Vocational	38
Percent of counselors that	
Plan and supervise testing	47
Have attendance responsibilities	2
Have discipline responsibilities	10
Coordinate admission and withdrawal of students	50
Coordinate scheduling of classes	61

students throughout the students' high school years. Due to this kind of assignment, one-third of these counselors are involved in processing college applications at one time. For this reason, it is difficult to determine the percent of time used for this responsibility, although it was estimated to require 7 percent of the counselors' time.

Another interesting development in the larger high school is that less than 50 percent of the counselors are involved in testing programs. This tends to become a specialized responsibility as does college counseling in some of the larger high schools. This information is contained in Tables 13, 14, and 15. Counselors in these schools report a total of 63 percent of their time in counselor-related duties. They estimate they now use a total of 37 percent of their time on non-counseling duties.

Clerical duties are reported as less for these counselors than for those in smaller high schools. They estimate that they use 13 percent of their time in this way. This is consistent with the fact that 94 percent of secondary schools of over 2,000 enrollment in Florida report that they employ clerical help. The fact that 7 percent of counselors' time is still required to process college applications perhaps indicates the amount of time required for student evaluation and recommendations because of multiple applications.

In schools of this size, counselors report spending 63 percent of their time in counseling, or twice the amount of time counselors in schools of under 1,000 enrollment report. They report 37 percent of their time on non-counseling duties, and they feel this should be reduced to

TABLE 13

PERCENTAGE OF COUNSELOR TIME USED IN COUNSELING IN FLORIDA HIGH SCHOOLS
WITH 2,000 TO 3,000 ENROLLMENT

Counseling duties	Estimated percent of counselor time		
	Now used	Change desired	Should use
Academic and personal problems	36	+12	48
College counseling	20	+ 4	24
Counseling with others (teachers and parents)	7	+ 2	9
Totals	63	+18	81

TABLE 14

PERCENTAGE OF COUNSELOR TIME USED IN NON-COUNSELING RESPONSIBILITIES
IN FLORIDA HIGH SCHOOLS WITH 2,000 TO 3,000 ENROLLMENTS

Non-counseling duties	Estimated percent of counselor time		
	Now used	Change desired	Should use
Admission and withdrawal of students	3	-1.5	1.5
Administrative duties	12	-7	5
Testing program	2	0	2
Class scheduling	7	-1	6
Totals	24	-9.5	14.5

TABLE 15
PERCENTAGE OF COUNSELOR TIME SPENT ON CLERICAL DUTIES IN
FLORIDA HIGH SCHOOLS OF 2,000 TO 3,000 ENROLLMENT

Clerical duties	Estimated percent of counselor time		
	Now used	Change desired	Should use
Application forms (completing for college and scholarship)	7	-4	3
General clerical work	6	-4.5	1.5
Totals	13	-8.5	4.5

19 percent. This again is in close agreement with the recommendations of counselors in schools of below 1,000 and 1,000 to 2,000 enrollment.

Comments offered by counselors in this group of schools are included in Appendix G.

Uses of Counselor Time in Schools of Over
3,000 Enrollment

Fifteen counselors employed in five schools of student enrollments of over 3,000 replied to the questionnaire. They reported the lowest pupil-counselor ratio, 395 per counselor. Here the counselor responsibilities become more highly specialized. Guidance directors are responsible for most of the administrative responsibilities, and test chairmen supervise the testing programs. All of the counselors reported that they counsel by grade level. School and counselor information is summarized for this group in Table 16.

These counselors' responsibilities vary as their counselees progress through high school. Counselors in these schools report only 3 percent of their time as used in testing programs. One hundred

TABLE 16

NUMBERS OF COUNSELORS REPORTING AND STUDENTS IN FLORIDA HIGH SCHOOLS
WITH OVER 3,000 ENROLLMENT

School and counselor information	Totals
Schools	5
Number of counselors returning questionnaires	15
Average number of counselors per school	8.2
Total number of counselors employed	41
Average number of years employed	19.6
Average number of years in counseling	6
Total number of students	16,200
Average number of students per counselor	395
Number of schools that employ registrars	5
Number of schools that employ clerical workers full or part time	5

TABLE 17

DUTIES REPORTED BY COUNSELORS IN FLORIDA HIGH SCHOOLS
WITH OVER 3,000 ENROLLMENT

Duties reported by counselors	Percentages
Percent of counselors that counsel:	
All students	0
By grade level	100
For college	30
Vocational	30
Percent of counselors that	
Plan and supervise testing	13
Have attendance responsibilities	0
Have discipline responsibilities	20
Coordinate admission and withdrawal of students	60
Coordinate scheduling of classes	66

percent report having both clerical assistance and a school registrar. Thirty-four percent of their time is estimated to be used in counseling students, and they would like this to be increased to 53 percent. They estimate that they spend 18 percent of their time on college counseling and 12 percent of their time completing college and scholarship application forms. Clerical responsibilities require 9 percent of their time, and they indicate that this should be reduced to 2 percent. This information is in Tables 18, 19, and 20.

It is interesting that counselors in high schools of 2,000 students and over estimate that they should use an average of 81 percent of their time in counseling, while counselors in schools of under 1,000 students suggested 65 percent and those in schools of 1,000 to 2,000 students estimated 78 percent.

Counselors in schools with the largest enrollments reported using a total of 40 percent of their time in non-counseling responsibilities. Twenty-one percent of this time was spent on clerical duties. This occurred despite the fact that all of these high schools have clerical help. These counselors are in general agreement with the other counselors in estimating that not more than 20 percent of their time should be used for non-counseling duties.

Some of the comments made by counselors employed in secondary schools in this group of over 3,000 enrollment are to be found in Appendix G.

TABLE 18

PERCENTAGE OF COUNSELOR TIME USED IN COUNSELING IN FLORIDA HIGH SCHOOLS
WITH OVER 3,000 ENROLLMENT

Counseling duties	Estimated percent of counselor time		
	Now used	Change desired	Should use
Academic and personal problems	34	+20	54
College counseling	18	+ 2	20
Counseling with others (teachers and parents)	7	0	7
Totals	59	+22	81

TABLE 19

PERCENTAGE OF COUNSELOR TIME USED IN NON-COUNSELING RESPONSIBILITIES IN
FLORIDA HIGH SCHOOLS WITH OVER 3,000 ENROLLMENT

Non-counseling duties	Estimated percent of counselor time		
	Now used	Change desired	Should use
Admission and withdrawal of students	4	0	4
Administrative duties	5	-2	2
Testing program	3	-1	2
Class scheduling	8	-6	2
Totals	20	-9	10

TABLE 20

PERCENTAGE OF COUNSELOR TIME SPENT ON CLERICAL DUTIES IN
FLORIDA HIGH SCHOOLS WITH OVER 3,000 ENROLLMENT

Clerical duties	Estimated percent of counselor time		
	Now used	Change desired	Should use
Application forms (completing for college and scholarship)	12	- 4	8
General clerical work	9	- 7	2
Totals	21	-11	10

TABLE 21

PERCENTAGE OF COUNSELOR TIME REPORTED FOR COUNSELING, NON-COUNSELING,
AND CLERICAL RESPONSIBILITIES IN FLORIDA HIGH SCHOOLS

Responsibilities	School enrollment			
	Under 1,000	1,000-2,000	2,000-3,000	Over 3,000
Counseling	38%	50%	63%	59%
Non-counseling	37%	28%	24%	20%
Clerical	25%	22%	13%	21%

The fact that counselor duties are strongly influenced by the size of the school is illustrated by the figures in Table 21. The percent of time used for counseling as reported by counselors increased from 38 percent in the smaller high schools to 50, 63, and 59 percent in the larger schools. On the other hand, non-counseling responsibilities decreased from 37 percent in the smaller schools to 20 percent in the largest group. The amount of time counselors use on clerical duties and processing applications varies from a high of 25 percent in the smaller schools to a low of 13 percent in schools of from 2,000 to 2,000 enrollment.

The counselors who reported expressed the feeling that they should use 18 to 20 percent of their time on non-counseling duties, such as scheduling. This is a high degree of agreement when the differences in the manner in which counselors presently use their time is considered.

Perhaps of greatest significance in this study is the time that counselors report for processing college and scholarship applications or semi-clerical work. This is shown in Table 22.

Counselors in the smaller schools report spending more of their time in completing college and scholarship applications than do those in larger schools, perhaps due in large part to the fact that the majority have no clerical help.

TABLE 22

PERCENTAGE OF COUNSELOR TIME REPORTED FOR PROCESSING COLLEGE AND
SCHOLARSHIP APPLICATIONS IN FLORIDA HIGH SCHOOLS

Processing duties	School enrollment			
	Under 1,000	1,000-2,000	2,000-3,000	Over 3,000
Completing applications	9%	11	6	9
Clerical work	16	11	12	5
Totals	25%	22%	18%	14%

A complete summary of counselor duties and time used, as well as the changes desired by Florida high school counselors, is presented in Tables 23 through 25.

TABLE 23

SUMMARY OF INFORMATION ON COUNSELORS AND SCHOOLS FROM ALL COUNSELORS
WHO REPORTED

Counselor data and duties	School enrollment				Totals
	Under 1,000	1,000-2,000	2,000-3,000	Over 3,000	
No. of schools	31	29	17	5	92
No. of counselors replying	32	67	36	15	150
Average No. of counselors per school	1 ⁺	2.8	4.5	8.2	2.7
Total No. counselors employed	35	105	72	41	253
Average No. years in schools	14.5	17	15	19.6	15
Average No. years in counseling	3	10	7	6	8
Total No. of students	17,120	54,660	34,450	16,200	124,236
Average No. students per counselor	535	520	478	395	485
No. of schools with registrar	6	18	14	5	43
No. of schools with clerical assis- tance	8	17	9	5	39

TABLE 24

SUMMARY OF INFORMATION ON CLERICAL ASSISTANCE AND COUNSELOR DUTIES FROM
ALL COUNSELORS WHO REPORTED

Counselor data and duties	School enrollment				Totals
	Under 1,000	1,000-2,000	2,000-3,000	Over 3,000	
Time counseling all students	100%	72%	30%	0%	58%
Time counseling for grade level	0	27	64	100	29
Time counseling for college	100	67	69	30	66
Vocational	100	53	38	30	51
Testing program	100	57	47	13*	54
Attendance	22	0	2	0	4
Discipline	3	3	10	20	6
Admission and withdrawals	72	64	50	60	54
Scheduling classes	75	64	61	66	65

*These schools have test chairmen who are not counselors.

TABLE 25

PERCENT TIME USED IN COUNSELOR DUTIES AND PERCENT OF CHANGE DESIRED BY FLORIDA
HIGH SCHOOL COUNSELORS

Duties	School enrollment							
	Under 1,000 Time used	Change	1,000-2,000 Time used	Change	2,000-3,000 Time used	Change	Over 3,000 Time used	Change
Attendance records	2%	- 1%	0%	0%	0%	0%	0%	0%
Admission and withdrawal	2	- 0	4	- 2	3	- 1.5	4	- 0
College counseling	14	+ 4	18	+ 6	20	+ 4	18	+ 2
Application forms (for college and scholarship)	9	- 5	11	- 4	7	- 4	12	- 4
Clerical work	16	- 12	11	- 9	6	- 4.5	9	- 7
Administrative duties	14	- 9	8	- 4	12	- 7	4	- 2
Counseling with students	19	+ 31	27	+ 19	36	+ 12	34	+ 20
Counseling with others	5	+ 3	5	+ 1	7	+ 2	7	- 0
Supervise and conduct testing program	10	- 4	6	- 2	2	- 0	3	- 6
Class scheduling	9	- 5	10	- 7	7	- 1	8	- 6
Totals	100	74	100	54	100	36	100	47

The study at Satellite High School

A study was made of the amount of counselor time required to process college application and scholarship forms at Satellite High School with an enrollment of over 1,200 students of which 369 were seniors. Two full-time counselors are employed, one counseling boys, the other girls. All college counseling and processing of applications was the responsibility of one counselor. There was no clerical help available.

A file was kept by the counselor on all seniors in order to compile information needed to process college applications. There was filed a minimum of three teacher recommendations, Summary Appraisal Forms, and Pupil Information Forms in each student's folder. The academic ranking of each student in the senior class was worked out and kept available since this information is requested by most colleges.

In order to determine the amount of time required for processing college applications, a questionnaire form (Appendix A) was sent to 30 high school counselors who were asked to estimate the amount of time that was needed to complete each of the five most commonly used standard application forms. These are the forms developed by the National Association of Secondary School Principals, the American Association of Collegiate Registrars and Admissions Officers, and the American School Counselor Association copyrighted in 1941, 1957, 1958, and 1964 respectively. Information about additional forms, often referred to as the Ivy League Form, was requested since it is used by 53 colleges.

These estimates allow for time used by teachers for completing evaluation forms, for copying and mailing the mid-term grades and

recommendations, and the final mailing of the completed transcripts and recommendations following graduation. In a high school such as Satellite, where a counselor makes recommendations for over 360 seniors, it is impossible for the counselor to know the students well enough to make these evaluations. Therefore, additional time is needed for conferences with teachers in order to complete valid evaluations.

The fact that many college application forms are different and evaluation scales vary in the type of information desired causes them to be quite difficult for the counselor to complete. Questions such as, "Does the student come from a good, moral home, do the parents drink, etc.," are beyond the knowledge of most high school counselors in large public schools. Teachers, too, often feel unsure of their recommendations since they may have had the student in only one class, and they are aware that attempting to evaluate a student's attitude, interest, and ability from observation in one subject area alone is difficult and may be unfair to the student who may dislike English but enjoy math.

It has been observed that colleges are increasing the number of teacher recommendations requested due to the fact that they realize that counselors and principals do not know the students well enough to make valid observations for all students and feel that by requesting recommendations of several teachers they will obtain a more accurate evaluation. Unfortunately, it is usually the English teacher, already overloaded with paper, who is the one most frequently asked for such reports. There was no attempt made to estimate the amount of teacher time involved in this process at Satellite High School, but it would

be a considerable amount of professional time, as is the counselor time, for the multiple applications made by students today.

None of the state institutions in Florida use the same forms. All applications must be filled out with different information on a separate evaluation basis so that, even though a student may apply to three state universities, none of these applications may be duplicated.

On the basis of the estimates kept on all applications and time estimates per application (Table 34 Appendix D) the information was obtained. Table 26 shows the number of applications processed, the time required to process them, and the cost for completing them. The fact that a national average of one out of three applications is used for college enrollment indicates that there are many wasted hours in completing multiple applications. An estimate based on the national average shows the cost of duplicated effort. This information is contained in Table 27.

As one of the two counselors at a high school with 1,200 students, the writer is aware of individual students and their needs for personal counseling. Problems associated with poor school adjustment, inadequate social relationships, special problems of the retarded, the gifted, the child with physical handicaps, all these require the time of the counselor. In terms of the counselor's training and expectations for the job, the student's academic and personal problems are felt to be the reason for the counselor's being in the high school. Yet college application deadlines, moving insiduously ahead each year, necessitate that these students who are in genuine need of personal counseling may not be seen by the counselor.

TABLE 26

NUMBER OF COLLEGE APPLICATIONS PROCESSED, TIME REQUIRED TO PROCESS THEM,
AND COST, SATELLITE HIGH SCHOOL, 1965-66

Application processing data	Totals
Total number of applications processed at Satellite High School by April 15, 1966	464
Total hours required to process applications	231.5 Hrs.
Total cost at National Education Association estimated average counselor's salary of \$4.70* per hour for completing college applications	\$1,064.90

*(17)

TABLE 27

COST OF COUNSELOR TIME TO PROCESS COLLEGE APPLICATIONS,
SATELLITE HIGH SCHOOL, 1965-66

Application processing data	Totals
Cost of processing 454 applications	\$1,064.90*
Cost of processing one-third of the applications, those actually used	354.90*
Cost of processing multiple applications <u>not used</u>	709.80*

*Based on National Education Association estimated average
counselor salary (17).

If one translates 231 1/2 hours necessary for processing applications into counseling time at one half hour per student, this equals 463 appointments that cannot be made. Perhaps the fact that at least two thirds of these applications will not be used as the student does not enroll in the college shows that two weeks of counselor time is lost time. If one were to use this lost time for students whose problems are sufficiently severe that they may need to see a counselor on a weekly basis, this would represent 40 students who could be seen by the counselor over a 12-week period of time.

When one realizes counseling time lost because a college or university must receive "this application immediately," the frustrations of today's high school counselors may be more readily understood. Many high school counselors have stated that processing application forms is one of the most significant factors in limiting their time for counseling with students.

If the experience of one counselor was multiplied by the thousands of counselors throughout the United States processing the increasing number of college applications, many that will be excess because of multiple applications, the great loss in professional time to complete them and the financial loss to schools and parents becomes apparent. With students increasingly needing personal counseling in today's complex society, the numbers of college application forms which must be completed are surely using valuable time.

CHAPTER V

COLLEGE REGISTRARS AND ADMISSIONS OFFICERS VIEWS OF PRESENT APPLICATION PRACTICES

Most college registrars indicated genuine concern about improving the present practices in making college applications. It was apparent that many of them feel that it is important to work out a more efficient method for processing applications for college entrance from high school students. Crossland (6) states that we are using horse and buggy approaches to a 20th Century problem. Comments, reactions, or suggestions on any aspect of the problem of college applications were requested on the questionnaire sent to registrars. This questionnaire is included in Appendix B. Their interest in this problem was indicated by the large number of responses. Several responses will be quoted since they are indications of the nature of the problem as the registrars see it.

It appears that one of the greatest problems to the college registrar is the diversity of the high school transcripts. Ninety-five percent of the registrars who replied to the inquiry sent them indicated that a standard high school transcript would be desirable. The following comment by one of the registrars expresses the feeling that:

A uniformity in grading systems would be of great help. Some high schools use letter grades, some percentages, some numbers, etc. Some have three passing grades, some four, and still others have five, six, and seven passing grades. A clear definition and indication of the various levels of instruction

would also be helpful. Some high schools are doing a fine job indicating advanced placement, honors, college prep, general, etc. Others do little or nothing in this respect.

Comments of the college registrars indicate that they are aware of their own and also of the high school counselors' problems. One registrar wrote:

With classes becoming larger, it is increasingly difficult for guidance counselors to know high school students. With colleges admitting larger freshman groups, it is impossible to conduct interviews that are meaningful. An instrument that helps identify motivation and personality traits effectively is badly needed. Problem: What questions would elicit the information needed? How could such an instrument be kept brief but not vague?

This leads to another point that was made by several to the effect that "the chief problem with standard forms is that, in order to try to please everybody, the forms tend to become too complicated and too lengthy."

An interesting comment by one of the registrars who replied was:

What is needed most are national guidelines stating what should or should not be on all application forms rather than a standardized format per se. There are a number of essential items on any good form plus a number of optional institutional items which could never be standardized.

Others expressed the feeling that the standard form prepared by the National Association of Secondary School Principals, the American Association of Collegiate Registrars and Admissions Officers, and the American School Counselor Association has made the greatest contribution toward standardization, and some felt that the revised, 1964 form would be satisfactory for nation-wide adoption.

On this subject, V. R. Halsey, Jr. wrote:

We have adopted the NASSP form from last year, and we hope that other colleges and schools will do so. As you know, there are other varieties of forms being used, and this all adds to the confusion. Principals and guidance officials should stand up and shout for one standard form rather than submit to the pressures of colleges, all of whom demand different forms.

Perhaps the most insidious practice among colleges at the moment is the growing number of colleges requesting letters of recommendations from teachers for students applying to colleges. This effectively bypasses the guidance office and puts a great burden on teachers who already have too much to do in their classroom teaching.¹

Constructive suggestions for more efficient processing of college applications were made by Walter N. Durost:

It seems to me that the need is clear enough, namely a uniform college application form which a student can complete once and for all. The College Entrance Board could act as a clearing house; the student could send his application to the college which represented his first choice. A notice could be sent to all second and third choice colleges by College Entrance Board to say that the student in question had indicated the given university or college as an alternate choice and suggesting that the college in question could obtain a copy of the application form upon request from the College Entrance Board. College Entrance Board could add a certification to the application form saying that the copy in question was a full and complete photographic record of the original application as submitted by the student in question. The university or college requesting such information would normally want the College Entrance Board scores in any case; these could be forwarded at the same time.²

Other suggestions of value referred to "the possibility of central storage of high school records for distribution by terminals directly to college and university computers." Use of the Cooperative Plan for Guidance and Admission to Colleges program was suggested as a

¹Letter from V. R. Halsey, Jr., Associate Dean of Administration, Amherst College, March 8, 1966.

²Letter from Walter N. Durost, Associate Professor of Education, University of New Hampshire, March 21, 1966.

method of improving the application process. In line with these suggestions are those made by Clara R. Ludwig as follows:

Colleges for a long time have been wrestling with the problem of a uniform transcript, and there have been many attempts at this in the past years. I think most of us now feel that the fight is a hopeless one, and we will never have uniformity throughout the country. It seems to me the only solution is to have a central service bureau which would process all transcripts that come from schools, make them uniform, and send them out to colleges on request of the student.³

Perhaps the comments that follow illustrate the feeling of many of the college registrars: "Everyone is and has been for a long time working on this problem, but we human beings are a strange breed." Or, "This subject has been studied by dozens of groups in all parts of the country for years. No answer has been reached in this area, at least. In 10 years, someone must come up with a solution!"

Registrars' Responses to the Inquiry on Admissions Applications

A questionnaire was sent to 201 college and university registrars asking for their opinions on standard transcript forms and if they were used in the state in which the institution was located. Other questions were asked. The questionnaire is included in Appendix B. The registrars' replies are shown in Table 28. The registrars were asked for copies of their institution's application forms.

There is a great variety in the arrangement of questions and evaluation methods in these applications. These require an understanding of the procedures to be used by the high school counselor completing the forms. Of the total of 500 forms used by these colleges, it was

³Letter from Clara R. Ludwig, Director of Admissions, Mount Holyoke College, South Hadley, Massachusetts, March 22, 1966.

TABLE 28

SUMMARY OF INFORMATION REQUESTED OF COLLEGE AND UNIVERSITY REGISTRARS

Questions	Answers	
	Yes	No
Several states have adopted a standard university and college application form. Do you feel this would be of assistance to your institution in the admission procedure?	145	42
Several colleges have indicated that they felt a standard high school transcript that could be photo-copied would result in a great time-saving aid and clarification of records.		
Do you agree with the above statement?	149	43
Does the state your college or university is located in have a standard high school transcript form?	59	81
Do you feel that this problem does need further study?	122	17
Do you feel that a nation-wide adoption of a standard college and university application form such as those agreed upon by several national organizations (ASCA, NSSP, AACRAO) would be of assistance to you as well as to high school administrators and counselors?	131	15
What percentage of schools		
1. Fill in your secondary school form?	28%	
2. Send photo-copy transcripts?	72	
Estimate time needed for completing your college or university application form.	21 minutes	

ascertained that only 93 were using the standard NASSP forms. Additional counselor time is required because each form must be read carefully to understand the evaluation desired and for the counselor to know where this information may be found. These forms call for the same information in different ways. Much of what is desired is factual.

Most college application forms consist of two parts. The Secondary School Report requests a record of the student's courses, grades and credits. There is usually a question requesting an explanation of the high school grading system, graduation requirements, high school certification, number of students in the senior class, and the ranking of the applicant in the class. There are also questions concerning special honors students have received and test scores such as the College Entrance Examination scores or the American College Testing scores.

The second part of the application is the personality evaluation. These are usually found on the application forms of all private colleges and universities and on many state institution applications. These evaluations are varied in style and in arrangement and are often difficult for the counselor to complete because they require different information about the student than that which the counselor has on file. The basic information desired about a student is essentially the same on the several forms. One form may use the term "cooperative," another "works well with others," but the factors on which information is wanted are usually eight: motivation, industry, initiative, influence and leadership, concern for others, responsibility, integrity, and emotional stability. These various personality factors are rated

on a sliding scale, from purposeless, vacillating, usually purposeful, effectively motivated, and highly motivated.

The most recent NASSP form (1964) uses a new approach to personality evaluation, listing the following eight factors:

1. Participation in discussion (self-initiated)
2. Pursuit of independent study
3. Involvement in classroom activities
4. Evenness of performance
5. Critical and questioning attitude
6. Depth of understanding
7. Personal responsibility
8. Consideration for others

These characteristics are rated by checking the appropriate description as follows:

- ☐ always involved, often initiates discussion
- ☐ usually participates
- ☐ often participates
- ☐ seldom participates
- ☐ not applicable

Colleges which have devised their own personality evaluation forms use other names for these same personality characteristics. This creates a real problem for the counselor in the large high school who does not have the opportunity to know each student individually. It is necessary that he depend upon the teachers' recommendations. If he requests personality evaluations from teachers on the NASSP 1958 standard form, he will find it of little assistance in completing the NASSP 1964 form since the factors which call for evaluation are different.

Colleges and university admission personnel sometimes feel that the high school counselor's evaluation is inaccurate. This may be due to the fact that the different forms presently in use evaluate different aspects of student personality and motivation, and the counselor does not have the opportunity to compile all the information

necessary for evaluation of the student. It would be necessary for him to request re-evaluation of students from teachers for each different personality evaluation form received. In large high schools, and where the teachers have heavy class loads, such requests for student re-evaluation would be an unnecessary burden to the teacher. The counselor attempts to interpret the information he has available and to use it as the basis for completing all the college application forms he receives. It is not surprising that these evaluations may often prove inaccurate. Can one equate "motivation" with "participation in discussion," or "pursuit of independent study"? Many evaluations are called for in the 1964 NASSP form that were not included in the 1958 form, and using the 1958 set of teacher recommendations to complete the 1964 form may not give an accurate evaluation of the student. This is true of all the different evaluation forms the high school counselor receives, including the research project Ivy League form that was studied by the writer. There are differences in the forms and policies of different state departments of education.

Many colleges ask for all test scores made by the student and for elaborate evaluations of academic ability and areas of strength. The pressure of multiple applications has encouraged institutions of higher education to call for more information about the student so that they can be as knowledgeable as possible in order to select those students who are most likely to succeed in their institutions. While many state universities are asking for less information, private institutions appear to be requesting more detailed observations from the teachers and counselors.

Standard Forms Developed by Professional Organizations

The approach toward standardization made by professional groups, the National Association of Secondary School Principals, the American Association of Collegiate Registrars and Admissions Officers, and the American School Counselor Association, may result in more accurate information on the student and a saving of counselor time in completing college applications. These organizations have prepared standardized forms, revised and up-dated them. The first form was copyrighted in 1941. Since then, there have been forms copyrighted by the above professional associations in 1957, 1958, and 1964. These forms are frequently used by colleges and universities. Several of the states are using these forms rather than an individual state form.

A college registrar observes that, "There are already about 50 'standard forms.'" If, in up-dating these standard forms developed by professional organizations, the previous forms could have been cancelled and an effort made to encourage participating institutions to use the current form, some of the confusion in the number and variety of standard forms would have been avoided. It would have been possible for the information regarding a student to be duplicated, saving many hours of re-evaluation and of copying recommendations.

The goal of many secondary school personnel is to have one form that, once completed for a student, could be duplicated. The variety of present standard forms defeats their purpose.

Further study of the use of the standard forms developed by the various professional organizations will help to give a better understanding

of the extent of use of these forms. Table 29 shows the use of various forms as reported by the National Association of Secondary School Principals.

TABLE 29
COLLEGE USE OF STANDARD FORMS DEVELOPED BY
PROFESSIONAL ORGANIZATIONS*

Standard form	Number of colleges using form
1941 NASSP copyrighted Secondary School Report	10
1958 NASSP copyrighted Secondary School Report	515
1964 NASSP copyrighted Secondary School Report (changed over from 1958 form)	102
Colleges adopting the 1964 Secondary School Report for the first time	78

*Information on these forms gathered from a letter by Ellsworth Tompkins, Executive Secretary, National Association of Secondary School Principals, April 8, 1966.

Standardized State Application Forms and Transcripts

Several states, through state departments of education and state committees, have adopted standard college and junior college application forms and high school transcripts. Other states have recommended the use of forms devised by professional organizations. Some states have recommended procedures to be followed by secondary school and college people in processing applications and high school transcripts. Information was gathered on state policies and forms on a questionnaire to departments of education. This questionnaire is found in Appendix C.

Data gathered from the questionnaire on individual and state policies and forms are summarized in Table 30. There are differentiations in forms and transcripts for junior colleges and other institutions of higher learning. Four states not using forms developed for their secondary schools recommended the use of forms published by professional organizations. Five states indicated that they were considering developing forms. Six required only a high school transcript photo-copy without personality evaluations for these students for application for admission to college.

TABLE 30
NUMBER OF STATES WHICH HAVE ADOPTED STANDARD COLLEGE APPLICATIONS
AND HIGH SCHOOL TRANSCRIPT FORMS

Types of standardized forms	Number of states
Standard state college and university applications and high school transcripts	5
Standard state college and university application forms	11
Standard state college applications (not state university forms)	2
Standard state junior college forms	2
Standard state high school transcripts	18
Adopted but non-mandatory standard state high school transcripts	8

An inquiry was made of states not now using a standard form. Five states answered that they were considering the adopting of such forms.

Four states report that the NASSP type of standard form is in general use and is appropriate to their needs since so many of the applications

for college admission come from out of the state. Many states who have a state adopted form are not requiring its use. Many colleges report that few schools, where it is not required by the state, use it.

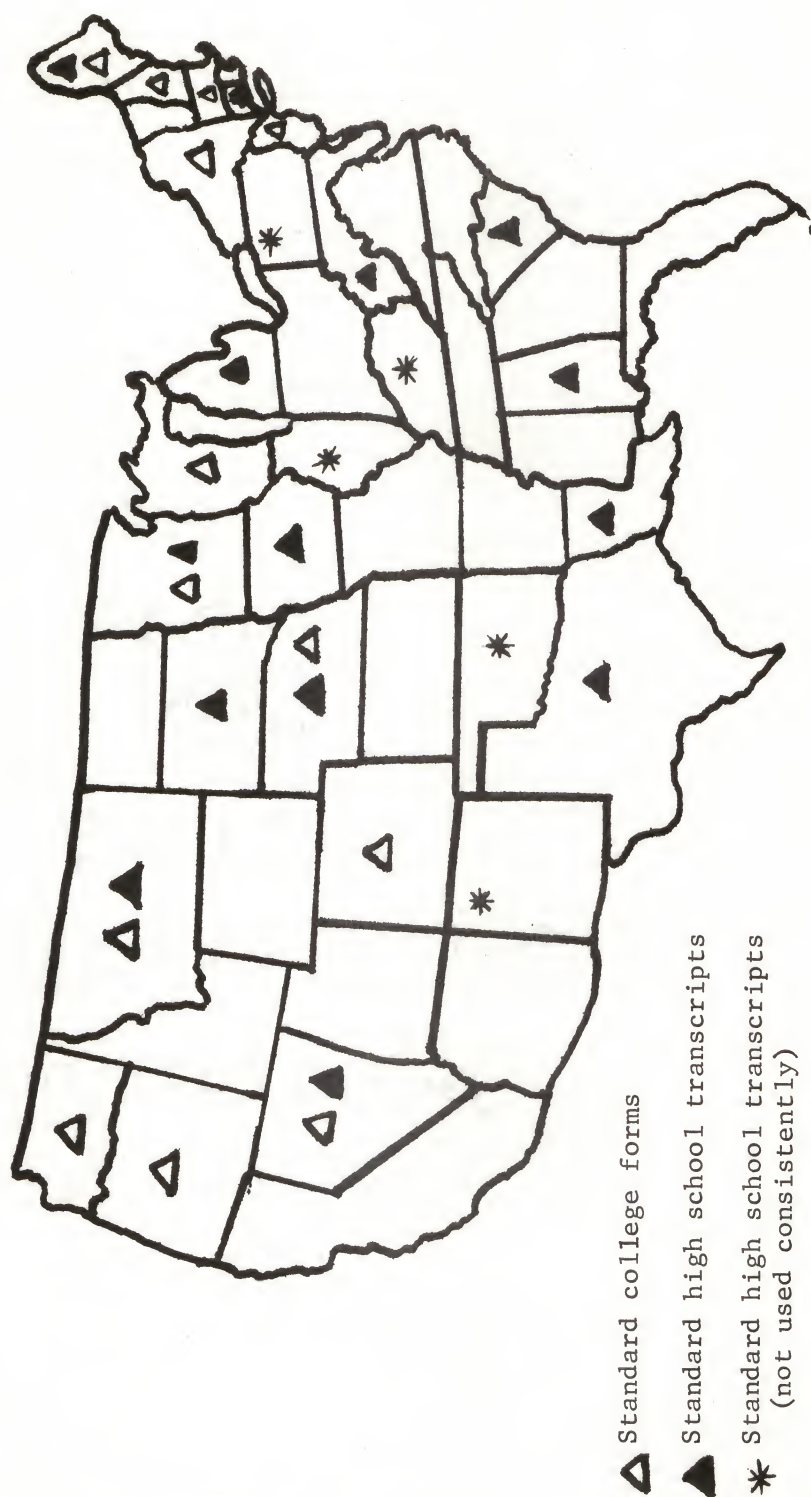
Figure 1 shows the states using standard high school transcripts, those who have adopted them and require their use, and those states that do not make their use mandatory. It also shows the states that use both standard high school transcripts and standard college and university applications, states using standard college and university application forms, and states that require high school transcripts only.

In analyzing the attempt at standardization of forms and transcripts by states, by professional organizations, and by research groups, it becomes apparent that each of these efforts is in a sense self-defeating. Each added standard form minimizes the possibility for the adoption of one form for college application throughout the United States. Perhaps at one time the standardization of forms by individual states would have been a reasonable solution to the problem of furnishing colleges with information on prospective students. Today, students apply to colleges all over the United States and are encouraged to do so.

From the responses received from registrars to questions about forms there appears to be little interest in a state approach to standardization of forms. Many indicated that, while the individual state standard form is helpful, they would prefer a standard national form.

The forms developed by the NASSP and other professional organizations have, to date, offered the best solution to the simplification of this problem. College and university registrars feel that

Figure 1
Use of Standard State Forms, 1965-66



there is improvement needed and that national standardization of forms is the logical move in this direction.

Processing College Applications

A questionnaire was sent to the registrars in over 500 colleges inquiring about the following:

1. Total number of applications for admission received by each college
2. Total number of applications accepted by each college
3. Total number enrolled in the 1965-66 freshman class
4. The difference in the number enrolled in the freshman class and the number of applications received.

This questionnaire is in Appendix B.

This study was made in order to determine numbers of multiple applications which counselors complete and the loss of time in processing different forms to different colleges for the same student. These applications are varied and often include involved evaluations of the student that require teacher-counselor conferences in order to complete them accurately.

The total number of applications processed by the 440 colleges was 1,084,410. Of this number, 615,737 were accepted, and 401,441 students enrolled in the colleges. There were 2.7 times as many applications made as students who enrolled in the colleges whose registrars responded to the questionnaire.

The writer estimates the time required by secondary school personnel, principals, counselors, teachers, and clerks, to process each application as 30 minutes. This includes the time required for

gathering of information about students, personality evaluations, processing transcripts, checking to see that test scores are included, photo-copying or hand-transcribing grades, and transcribing, completing and mailing mid-term and end-of-year grades and rank in class for the student.

An estimate of cost per application was made based on information of hourly pay of counselors, since they have the responsibility in most secondary schools for processing college applications. This information was taken from the National Education Association Report on Counselor Salaries in 1964 (17). The average hourly salary for high school counselors was \$4.70.

The total number of college applications processed from the surveyed 440 colleges and universities was estimated to require 542,205 counselor hours and represent a cost of \$2,548,363.50 in secondary school personnel time. These figures are arrived at by multiplying the time required by the counselor to complete each application, 30 minutes, by the counselor's pay, \$4.70 per hour, by the number of applications received by the 440 colleges.

The cost in dollars for processing the applications of the 401,441 students who enrolled was \$923,312.00. The cost of processing the applications of students who applied but did not enroll in these colleges was \$1,755,830.00. This information is summarized in Table 31. Complete data are found in Appendix E.

This represents a small portion of the total cost of college applications. The cost to parents of students applying to these 440 colleges, using an average of \$10.00 per application, would be \$10,844,100.

TABLE 31

COST TO SECONDARY SCHOOLS OF PROCESSING APPLICATIONS FOR STUDENTS
APPLYING TO 440 COLLEGES AND UNIVERSITIES, 1965-66

Application processing data	Numbers	Cost
Total number of applications	1,084,410	
Total number of hours to process applications at 30 minutes each	542,205	
Cost at \$4.70 per counselor hour		\$2,548,363.50
Total number of students enrolled	401,441	
Total number of hours to process applications at cost of \$4.70 per counselor hour	200,720	943,384.00
Total number of multiple applications (excess applications)	682,969	
Total number of hours to process multiple applications	341,484	
Total cost of processing multiple applications at cost of \$4.70 per hour		1,604,979.00

Of this amount, \$6,829,690.00 was spent on the applications to institutions in which the applicants did not enroll and is, in effect, lost.

The problem of increasing numbers of students applying to and attending college today makes the processing of involved applications for college admission an expensive process. It may be a partial explanation for the fact that many studies of high school counselors reflect their feeling of too much paper work and too little time for counseling students. Projected figures for college attendance are 6,900,000 enrolled in 1970 and 10,200,000 in 1980 (6). With this rapidly increasing enrollment, students may feel even greater pressure for making applications for college admission. With increasing pressure to be

accepted by a college, the numbers and cost of multiple applications will increase for parents and for secondary schools and colleges. Increasing enrollments and the present costly and inefficient college application methods indicate that this is a problem requiring, as one college registrar stated, "Not further study but action!"

The Ivy League Application Form

A number of colleges are cooperating in a research project on the use of a standard college application form referred to as the Ivy League Form. This is a lengthy form which calls for a sensitive appraisal of a student's academic, motivational, and personality characteristics. The following information on this form was requested from colleges and universities using it:

1. Total number of applications received by each college
2. Total number of applications accepted by each college
3. Total number enrolled in the 1965-66 freshman class
4. Difference in the number enrolled in the freshman class and the number of applications received.

Forty-four colleges responded to the request for information.

Thirty secondary school counselors were asked to estimate the time required to complete the application form. The time required included the teacher recommendations called for, mid-term recommendations, and grade reports and end-of-year recommendation. The counselors were also asked to estimate the time required to process multiple applications for a student and the cost per application.

This form includes evaluation scales that must be completed by competent, professionally trained personnel. This limits the use of

clerical personnel in handling it. The form costs more in time and money to complete than other forms used by secondary schools and colleges. The number of applications received by the 44 colleges, the number accepted, the number of students who enrolled, and the cost in time and the cost in money are presented in Table 32.

TABLE 32

APPLICATIONS RECEIVED AND ACCEPTED, STUDENTS ENROLLED AND COSTS
IN PROCESSING IVY LEAGUE FORMS USED BY 44 COLLEGES, 1965-66

Ivy League application data	Totals
Total number of applications received	171,608
Total number enrolled in freshman class	31,747
Total cost of applications processed	\$1,392,962.00
Total cost of applications for those enrolled in Freshman class	246,049.25
Total cost of processing applications of students not enrolled	1,083,912.75

An estimate of the costs of the multiple applications of students applying to colleges that use the Ivy League Form is made in Table 33. The figure of \$10.00 per application form is again used.

The Use of Computers in Processing College Applications

A new approach to simplifying the student's transition from high school to college has been made by Universities Central Council on Admissions in England. This council processes all college applications and asks for one short recommendation from the high school counselor. The student applying to college lists six colleges in order of preference.

TABLE 33

NUMBER OF APPLICATIONS AND COST OF APPLICATIONS MADE TO COLLEGES
USING THE IVY LEAGUE APPLICATION FORM

Ivy League application data	Totals
Number of applications	171,608
Cost of applications of students who applied and did not enroll	\$1,716,080.00
Cost of applications of students who enrolled	310,749.00
Cost of applications of students who did not enroll	\$1,405,231.00

His records are sent to the colleges by the central agency. The student is then notified of his acceptance or rejection by the colleges. Even though he may be accepted by a college of his choice, he is under no compulsion to attend, but he must let the Council know immediately of his decision. His papers will be sent to each of the other schools on his list, in succession. The cost of this program is carried by the colleges and universities.

A questionnaire was sent to counselors in Florida asking them to estimate the saving in time that such a program would make possible if it were adopted. The questionnaire is included in Appendix A. Seventy-four counselors replied to the questions. The average of the estimates of percentage of counselor time used in completing multiple applications is 14 percent. The counselors estimated that multiple applications required 19 percent of the time of clerks employed to assist counselors.

One effort to combine all the information needed for each student for application for admission to college is being made by the Educational Testing Service, Princeton, New Jersey.

At the end of the student's junior year, or after each academic year, the person at the school who works with student records, using a manual of procedures and codes which lists the information needed, transfers information to the Student Profile Record. If the transfer is done annually, the record can be used as the cumulative record. After this process is completed for juniors, these in-put documents are sent to the Educational Testing Service for processing at any time between May 15 to September 1. The information provided by the school is read into computers. Multiple copies of comprehensive student reports are then prepared and returned to the school within four weeks after information is received. At the start of the academic year, the school district can have available comprehensive student information for each member of the senior class. The original form becomes the school's permanent record, and the additional copies are available as transcripts for college admission, for military service, or for employment. The original contains all senior year data on the student and becomes his permanent record on graduation. At the time a copy is up-dated, the principal's or counselor's recommendations are placed on the reverse side of the report in space provided.

Educational Testing Service estimates that initially a school system would spend five cents for each junior year student whose records were processed during the spring of any year. On the return of the

comprehensive student report forms to the high school, a fee of \$1.50 per student is charged by ETS to the high school.

Another effort to make the processing of college admissions application forms more efficient is the Florida Plan for Guidance and Admissions which has been named the System for Processing Educational Data Electronically (SPEDE). Yarborough, of the Florida State Department of Education, reported to the Florida Guidance and Personnel Association on the uses and advantages of SPEDE as follows:

Counselors will have more complete records. Data are up to date, comprehensive and more uniform. The records can be read quickly and easily so that better service can be rendered to pupils, teachers, and parents. Counselors can provide transcripts for college applications easily, can support individuals in making wise choices of vocations and in planning further educational opportunities (33).

College registrars are aware of the time required and the cost of processing admissions applications. They recognize, as do counselors, the pressures on students which make for applications to several colleges by the same student. The exploration of the application of data processing to the handling of admissions applications is to be encouraged. More efficient systems will result in saving counselors and registrars time.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The Position of the Counselor in Processing College Application Forms

In replies to questions on their use of time, counselors in Florida reflected their concern that they have many non-counseling duties. The problem of the use of counselor time is related to the size of the school. The smaller the high school, the greater the number of responsibilities counselors have and the smaller the percent of time spent counseling students. Counselors in Florida expressed a desire to increase their student counseling time, usually by substantially larger amounts and often as much as 50 percent or more. They also desired to decrease the time used for non-counseling duties. They agreed that an average of 19 percent of their time should be used for duties other than counseling. This was true for counselors in schools with enrollments of under 500 as well as for those in schools with over 3,000 students.

In view of the calls on their time for activities other than counseling, it is not difficult to understand the frustration many high school counselors expressed about their jobs. Counselors' concepts of their responsibilities are those of counseling students, parents, and conferring with teachers. These they are trained to do and anticipate doing. They are interested in assisting students through a counseling

relationship. When they use less than 40 percent of their time on this responsibility, as do many of the counselors, the conflict in the counselor's actual and anticipated roles may prove disillusioning.

The percentage of counselor time required for processing college applications of students was estimated to be from 9 to 11 percent by those surveyed. The demand for attention to college admissions applications varies greatly during the school year. The largest number of applications is processed during the months of November, December, and January. In February, mid-term grade reports, additional test scores, and recommendations are requested. Late in the spring, the early-decision applications and special college institute programs require processing of applications as do completing scholarship application forms and making recommendations on the students. Following graduation, the mailing of final grades and recommendations is again a time-consuming activity.

Florida counselors estimated that they used 9 to 11 percent of their time to process college applications, or an average of 10 percent. When one considers that the average school year is of a 10-month duration, 10 percent is equal to one month's work required for processing college and scholarship applications.

The study of the use of counselor time in Satellite High School in processing the 454 applications for college admission confirms in miniscule the findings in the study of the use of counselor time in Florida. The Satellite study indicated that the time equivalent of nearly six 40-hour weeks was required to process college and university applications. This time could be used for nearly 500 student conferences.

The survey of Florida High School Counselors indicates that they feel that counseling students is a very needed and highly important function. The added responsibilities of testing, administration, admission and withdrawal of students, and scheduling are not their concept of essential counselor responsibilities. The majority of counselors report spending considerable time on these duties.

One can only surmise that the role of the counselor is still not understood by school administrators who may interpret the role of counselors in a manner different from that of the counselor. It seems that the counseling function as the primary responsibility of counselors has not been fully recognized by many school administrators. It also may be that administering tests, scheduling, and other jobs are better comprehended by administrators and are more tangible evidence of work that contributes to the school's total program.

That a counselor is able to relate meaningfully to a withdrawn, depressed, potentially suicidal teenager and to help him is not apparent since counselors must keep student confidences to themselves. Who, then, is aware of the counselor's contribution? Who knows about the student who was helped by the counselor to see that she had not been treated inconsiderately by her teacher and so was able to go back to class with a positive attitude and concentrate on her work? Counselors mend fences quietly. To attempt to interpret to students and teachers the basis of misunderstanding and to help students accept the realities of their lives, their individual talents, abilities and limitations as well as the positive and negative factors of their individual environments is a demanding responsibility.

Usurping these less obvious but crucial responsibilities of counselors are the many non-counseling duties. One of these, growing in scope in the past ten years, is processing the increasingly large number of student applications for college admission. Numbers of forms to be processed have been further increased by multiple applications for each student.

There were 80,000 students accepted for college around 1900. There were well over a million students accepted in 1965 (6). We are using essentially the same methods of processing applications today that were used in 1900. Tradition and the concept of the right of a college to use a form that best fits its needs has encouraged the diversity and complexity of college application forms now in use.

If, in order to get Johnny to college, four applications must be completed and Johnny's parents are willing to pay the application fee for four colleges, what conscientious counselor is going to refuse to cooperate? Papers will be processed, recommendations made over and over, evenings, weekends, and, if necessary, time scheduled for counseling students will be used for completing college applications. Counselors will be seen shuffling forms, transcripts, and test scores from October through February. They will feel lost in processing applications, frustrated and unhappy that they must ask students requesting academic or personal counseling time to come back tomorrow or next week. The deadlines of application dates must be met, not only for original applications but also for mid-term grades and teacher recommendations.

The Position of College Officials in Processing Admission Applications

The problem of processing college applications is difficult for the college registrar as well as for the high school counselor. The time-consuming aspects are reflected by reports from both. The college registrar's comments about the handling of applications represent a feeling of frustration. Groups studying the application problem have been unsuccessful in their attempts to find simple forms and procedures acceptable to all concerned.

College registrars are conscious of the difficulties of processing the many applications they receive. Evaluating high school transcripts with different grading systems, numerous types of honors courses, and different unit systems is complex. Multiple applications are causing college and university registrars to play a guessing game on admissions. They must decide what students to accept, and many of those accepted will not enroll. Private colleges accept over two times the number of applicants than they expect to enroll. College registrars express the idea that we must find better solutions to our college application procedures than we now have.

Possible Improvements in College Admission Forms and Procedures

Counselors and college officials seem to agree that standard forms devised by several professional organizations are a step in giving the colleges more useful and accurate information on prospective students. Standard forms promise a saving in time and money. If this approach is to be fully developed, efforts must be increased to encourage

a larger number of colleges to adopt the NASSP forms. The various professional organizations should request all participating colleges and universities to use the latest copyrighted standard form. This will make possible the photo-copying of one evaluation per student by the secondary schools, and it will save many hours now used in re-evaluating students due to the diversity of college application forms.

Electronic data processing of information on students appears to be a further step in the direction of saving professional time and money. A common system of gathering and storing information on all students would permit the completion of forms and their duplication for application for admission to several colleges in much less time than the process now requires.

The goals for which counselors and college admissions people are striving are more accurate and meaningful information for making decisions on the admission of students to college at lower costs in time and money. Counselors want to use the time saved in more academic and personal counseling with groups and individuals. They see themselves as being more effective professionals when they are involved in the helping relationship.

APPENDICES

APPENDIX A

FORMS SENT TO FLORIDA HIGH SCHOOL COUNSELORS

FORM MAILED TO FLORIDA HIGH SCHOOL COUNSELORS
FOR GENERAL INFORMATION

1. Name of high school _____ State _____
2. Address _____
3. Number of students _____ 3 or 4-year _____
4. Public _____ Private _____
5. Number of counselors on staff _____
6. Number of students enrolled in high school _____
7. Percent that attend (a) 2-year college _____ (b) 4-year college _____
8. Total number of years you have worked in schools _____
9. Total number of years you have worked as a counselor _____
10. Do you have

	Yes	No
a. An attendance office?	_____	_____
b. A registrar (other than counseling personnel)?	_____	_____
c. Clerical help assigned to the guidance staff?	_____	_____
11. Indicate if your counseling responsibilities are assigned as follows:
 - a. (1) Counsel all students, boys and girls _____
 - (2) Counsel girls only (all grade levels) _____
 - (3) Counsel boys only (all grade levels) _____
 - (4) Counsel grade level boys and girls _____
 - (5) Counsel grade level boys and girls only _____
 - b. Indicate by checking if your responsibilities are assigned by type of duty:
 - (1) College counselor and process all college applications _____
 - (2) Vocational counselor--make appointments and recommendations for jobs _____

- (3) Plan and supervise testing program _____
- (4) Attendance responsibilities _____
- (5) Discipline responsibilities _____
- (6) Admission and withdrawal of students _____
- (7) Scheduling of students _____
- (8) Other duties _____
- (9) Other duties _____

Your philosophy will undoubtedly influence how you feel about those things that counselors now do (or not do). For this reason, I would appreciate your reaction to the following questions:

1. I feel that counselors' most important responsibility is the personal counseling of groups or individual students and that _____% of their time should be used for this purpose.

2. I feel that counseling students is an important responsibility but that administrative responsibilities could reasonably require the following percentage of a counselor's time: 20% _____ 40% _____
60% _____ 80% _____

As a counselor, please estimate the percentage of daily time you use (during school and also evenings and weekends) in the following listed duties. Omit any you do not do and also include any you do that are not included on the list.

	Average percent of time used	Percent of time you feel should be used
1. Attendance records	_____	_____
2. Admission and withdrawal	_____	_____
3. College counseling and completing college and scholarship application forms	_____	_____
4. Various administrative responsibilities	_____	_____
5. Counseling with students	_____	_____

	Average percent of time used	Percent of time you feel should be used
6. Counseling with teachers and others		
7. Supervising and conducting testing programs		
8. Class scheduling		
9. _____		
10. _____		

Please make any comments you wish concerning any respect of counseling, etc.

FOLLOW-UP QUESTIONNAIRE SENT TO FLORIDA HIGH SCHOOL COUNSELORS
FOR GENERAL INFORMATION

1. As a counselor, please estimate the percentage of daily time you use (during school and also evenings and weekends) in the following listed duties:

	Average percent of time used	Percent of time you feel should be used
1. College counseling	_____	_____
2. Completing college and scholarship application forms	_____	_____
3. Time you use for clerical work (including filing, typing, posting scores, etc.)	_____	_____

England has THE UNIVERSITIES CENTRAL COUNCIL ON ADMISSIONS that processes all college applications with only one short recommendation requested once from the high school counselor. The student applying to college lists six college choices in order of preference. All scholarship applications are also handled by this organization. This is supported by the universities (all colleges and universities cooperate in this program) financially with no charge to students. The students are notified by their acceptance or rejection of their first choice, etc. The student is free to reject acceptances if he should wish to do so. Each of the six colleges is contacted that the student lists without the high school being involved again. This appears to be a highly successful venture in England now in its fifth year of operation, and as you may have guessed, is a large computer operation that processes data on the student.

If a plan similar to this could be worked out in our country (realizing that our problems are greater in scope and complexity), as a counselor, how much time do you estimate you could save if processing multiple applications were eliminated?

If you wish to do so, please estimate the amount of time you or other school personnel (registrar or clerks) now use on multiple applications.

1. a. Percent of time now used on multiple applications
by you. _____
- b. By clerks or others. _____

2. Percent of time that might be saved by completing one short statement for the student applying to college _____

Please make any comments or suggestions that you may wish to.

FORM SENT TO FLORIDA HIGH SCHOOL COUNSELORS TO ESTIMATE
TIME REQUIRED TO PROCESS COLLEGE APPLICATION
FORMS

Dear Sir:

As a doctoral student at the University of Florida, I am working on a dissertation studying various aspects of the college application procedure. I am attempting to arrive at an unbiased estimate of high school administrator, counselor, and teacher time required for filling out and completing the enclosed standard college application form.

I realize that the estimates are difficult to make, but I would be very appreciative of your attempting what may seem a rough estimate.

Your cooperation and suggestions will be most appreciated.

Sincerely yours,

Name of school _____

Name of school administrator or counselor _____

	Form			
	A (1941)	B (1958)	C (1964)	D
1. Time required to fill out college transcript.	_____	_____	_____	_____
2. Estimate number of teacher evaluations required for each form.	_____	_____	_____	_____
3. Amount of time needed per teacher's notes (one).	_____	_____	_____	_____
4. Total number of high school counselors and teachers required for the form.	_____	_____	_____	_____

Please indicate if your school sends out photo-copies of a students transcript: Yes _____ No _____

APPENDIX B

FORMS SENT TO COLLEGE AND UNIVERSITY REGISTRARS

FORMS SENT TO COLLEGE AND UNIVERSITY REGISTRARS
FOR GENERAL INFORMATION

Dear Sir:

As a doctoral student at the University of Florida, I am working on a dissertation studying various aspects of the college application procedure. I would very much appreciate your filling out the form below and returning it in the self-addressed enclosed envelope.

I would like to request also your enclosing the application forms you mail to a student and to the high school official for admission purposes.

Your cooperation is very much appreciated.

Sincerely yours,

1. Name of College or University _____
2. Total enrollment 1965-1966 _____
3. Number in freshman class 1965-1966 _____
4. Approximate number of freshman applications received for 1965-1966 class _____
5. Number of applications accepted for 1965-1966 class _____

FORMS SENT TO COLLEGE AND UNIVERSITY REGISTRARS REGARDING
USE OF COLLEGE AND HIGH SCHOOL TRANSCRIPT FORMS

Dear Sir:

As a doctoral student at the University of Florida, I am working on a dissertation studying various aspects of the college application procedure.

I would appreciate it very much if you would send me a sample copy of the form your institution uses requesting school administrators or counselors to complete for student applications.

If you would estimate the amount of time this form requires for compiling needed information and completion, this would be very much appreciated.

Sincerely yours,

- | | | |
|--|------------------|--|
| 1. Estimated time needed for completing form assuming the high school transcript was copied on your form | _____ | |
| 2. Estimated time needed for completing form assuming a photo-copy of the high school transcript was used | _____ | |
| 3. What percentage of schools | | |
| a. fill in your secondary school form | _____ | |
| b. send photo-copy transcripts | _____ | |
| 4. Several states have adopted a standard university and college application form. Do you feel this would be of assistance to your institution in the admission procedure? | Yes No | |
| | _____ _____ | |

Please feel free, if you should wish to do so, to explain more fully the basis of your opinion concerning this question. You may wish to offer additional suggestions concerning college application procedures and how they may be improved.

FOLLOW-UP FORM SENT TO COLLEGE AND UNIVERSITY REGISTRARS

Name of College or University _____

In sending out the enclosed form, several comments from college registrars have made me realize more fully that there are special problems that colleges face today with our great number of freshman and transfer applicants. For this reason, I am requesting the additional information on the form.

1. Several colleges have indicated that they felt a standard high school transcript that could be photo-copied would result in a great time-saving aid and clarification of records.

a. Do you agree with the above statement?

_____ Yes _____ No

b. Does the state your college or university is located in have a standard high school transcript form?

_____ Yes _____ No

c. Do you feel that this problem does need further study?

_____ Yes _____ No

2. Do you feel that nation-wide adoption of a standard college and university application form such as those agreed upon by several national organizations (registrars, secondary school principals, A.C.A.C., for example) would be of assistance to you as well as to high school administrators and counselors?

_____ Yes _____ No

Any comments, reactions, or suggestions on any aspect of this problem will be appreciated.

APPENDIX C

FORM SENT TO STATE DEPARTMENTS OF EDUCATION

FORM SENT TO ALL STATE DEPARTMENTS OF EDUCATION REGARDING
STATE COLLEGE APPLICATIONS AND TRANSCRIPTS

Dear Sir:

As a doctoral student at the University of Florida, I am studying various aspects of the college application process. I would very much appreciate your answering the following questions:

- | | Yes | No |
|--|-------|-------|
| 1. Does this state system of higher education have one standard application form for school administrators and counselors to fill out for students applying to your colleges and universities? | _____ | _____ |
| 2. Does your state system require only a photo-copy of a high school transcript for application purposes? | _____ | _____ |
| 3. If your state uses a standard application form, could you estimate what would be the average time a school administrator or counselor would need to compile information requested and to fill out an application for students? (This estimate would be of real assistance to this study.) | _____ | |

It would be very much appreciated if you could enclose a sample application form of the type completed by the high school administrator and counselor.

Your cooperation is genuinely appreciated.

Sincerely yours,

U.S. AIR FORCE
COMMUNICATIONS
GROUP

APPENDIX D

DATA ON APPLICATIONS PROCESSED AT SATELLITE HIGH SCHOOL, 1965-66

100-100000

TABLE 34

SURVEY OF APPLICATION PROCEDURES
SATELLITE HIGH SCHOOL, 1965-66

College receiving applications	Number to each college	Average time per form in minute		
		Personality evaluations & recommendations	Transcripts	Total
Agnes Scott	2	60	5	130
Amherst	2	40	5	90
Annapolis	8	40	5	60
Armstrong St. Col.	2	5	5	20
Auburn	2	40	5	90
Barry	2	40	5	90
Bauder Finish	2	5	5	20
Belmont Abby	2	40	5	90
Beloit	1	30	5	40
Fla. Inst. of Tech.	13	30	5	455
Brevard Jr. College	106	5	5	1,060
Brigham Young	2	30	5	70
Broward Jr. College	1	5	5	10
Brown	1	90	10	100
Central Fla. Jr. Col.	1	5	5	10
Citadel	4	30	20	200
Coast Guard	5	30	20	250
Colgate	2	30	5	70
Cornell	1	90	20	110
Daytona Beach Jr. Col.	1	5	5	10
Dade Junior College	1	5	5	10
Dartmouth	2	90	20	210
Davidson	2	90	20	210
Drexel	1	30	10	40
Duke	1	90	20	110
Emanuel	1	40	10	50
Emory	7	30	10	280
Everett Jr. Col.	1	5	5	10
Florida Presbyterian	6	30	10	240
Florida Southern	5	30	10	200
Florida State Univ.	27	20	5	675
University of Fla.	58	20	5	1,450
Georgia Tech.	8	30	10	320
Glendale Jr. Col.	5	5	10	20
Harvard	3	90	20	330
Hawaii, Univ. of	3	30	10	120
Kansas State	1	5	5	10
Kansas, Univ. of	2	5	5	10
Kentucky, Univ. of	2	20	5	50
Jacksonville Univ.	2	30	5	70
John Hopkins	1	30	10	40

TABLE 34--Continued

College receiving applications	Number to each college	Average time per form in minutes		
		Personality evaluations & recommendations	Transcripts	Total
Jackson Mem. Hosp.	2	30	10	80
Jefferson Davis Jr. Col.	1	5	5	10
Mamatec Jr. Col.	1	5	5	10
Marion	2	10	5	15
Mesa City College	1	5	5	10
Mercer	6	30	10	240
Miami, Univ. of	3	30	5	105
Michael Reese	1	30	5	35
Millsaps	1	30	5	35
Miss. Southern	1	5	5	10
Miss. State	1	5	5	10
M.I.T.	4	40	10	200
Michigan State	1	30	5	35
Michigan, Univ. of	2	30	5	70
Mt. Sinai	1	20	5	25
Mt. Holyoke	1	30	5	35
Mt. St. Mary	1	30	10	40
Mundelin	1	30	5	35
New College	1	30	10	40
New Mexico, Univ. of	3	5	5	10
New Mexico	1	5	5	10
No. Carolina, Univ. of	4	30	5	140
North Florida	1	20	5	25
Oklahoma, Univ. of	1	5	5	10
Orlando Jr. Col.	2	20	5	60
Ohio Wesleyan	1	30	5	35
Orange Mem. Hosp.	3	20	5	75
Palm Beach Jr. Col.	1	5	5	10
Penn., Univ. of	1	90	20	110
Pitts., Univ. of	2	30	10	80
Princeton	2	90	20	210
Purdue	1	30	10	40
Ringling	2	5	5	10
Rollins	2	30	10	80
Rice	1	30	5	35
Ringling School of Art	2	10	5	25
St. Arselms	1	20	5	25
St. Pete Junior Col.	1	5	5	10
Smith	2	40	10	100
So. Carolina, Univ. of	1	5	5	10
South Florida	27	20	5	675
Southern Illinois	1	30	5	35
State College	1	30	5	35
Stetson	1	30	5	35

TABLE 34--Continued

College receiving applications	Number to each college	Average time per form in minutes		
		Personality evaluations & recommendations	Transcripts	Total
Swathmore	2	90	2	210
San Diego	1	5	5	10
San Diego State	1	5	5	10
Tampa, Univ. of	1	30	5	35
Texas A & M	1	10	5	15
Texas Christian	1	10	5	15
Tift	3	20	5	75
U. S. Merchant Marine	2	30	20	100
U.S.A.F. Air Corps	8	30	20	400
Univ. of Colorado	1	20	5	25
Univ. of So. Colorado	1	20	5	25
Univ. of Wisconsin	1	20	5	25
Univ. of Mississippi	1	5	5	10
Vanderbilt	1	30	5	35
Vassar	1	30	5	35
V.M.I.	1	30	5	35
Villanova	2	30	5	70
Virginia, Univ. of	1	90	20	110
Wake Forest	1	30	5	35
Washington and Lee	1	30	5	35
Waive Army Nurse	1	30	10	40
West Palm Beach	1	5	5	10
West Kentucky State	1	5	5	10
West Point	8	30	20	400
Williams	2	90	20	210
Witchataw	1	5	5	10
Yale	3	90	20	330
Young Harris	2	20	5	50
Univ. of California	1	5	5	10
Univ. of Chicago	1	90	20	110
Univ. of Virginia	1	90	20	110
Total time				13,590*

*This counselor time in minutes represents a total of 231 1/2 hours or 5.78 40-hour weeks.

APPENDIX E

DATA ON APPLICATIONS AND ENROLLMENTS IN 440 UNITED STATES
COLLEGES AND UNIVERSITIES, 1965-1966

TABLE 35

SURVEY OF 440 COLLEGES AND UNIVERSITIES IN UNITED STATES, 1965-66

College or University	Total applications	Total accepted	No. enrolled in Fresh. class	Difference in applications and number enrolled
Arkansas State	2,500	2,115	1,936	564
American University	3,262	2,286	950	2,312
Anderson College	725	535	450	275
Antioch	1,310	681	455	855
Alma College	605	409	292	313
Arkansas College	242	198	139	103
Asheville Biltmore	307	245	197	110
Austin College	416	154	255	262
Athens College	1,200	450	450	750
Alabama State College	725	568	457	268
Alabama College	1,200	1,035	1,028	172
Amherst College	2,203	379	305	1,898
Aurora College	408	284	244	164
Alderson-Broaddus College	547	334	247	300
Alfred University	1,200	750	423	777
Adelphi University	3,416	1,802	650	2,496
Augustana College	900	678	532	396
Birmingham So. College	408	280	242	166
Barrington College	415	241	214	201
Bard College	453	343	184	269
Bates-Lewiston	1,452	595	261	1,164
Beloit College	623	224	282	506
Bennett College	500	305	189	311
Bennington College	406	150	110	296
Bethel College	432	376	336	96
Boston College	6,200	2,196	1,550	4,650
Boston University	12,119	6,608	3,041	9,078
Bowdoin College	752	311	245	507
Bradley University	3,785	2,192	1,250	2,535
Brown University	5,000	1,100	664	4,336
Bryn Mawr College	744	198	199	545
Bucknell University	4,776	1,854	731	4,045
Briarcliff College	760	248	248	513
Bridgeport	7,300	2,400	1,600	5,700
Bethan-Cookman College	900	450	315	585
Bridgewater College	800	448	285	515
Bernes College	1,355	518	418	937
Blackburn College	487	285	179	308
Bowling Green St. Univ.	7,200	3,300	2,783	4,417
Brandeis University	2,100	850	537	1,563
Brigham Young	8,163	7,373	6,312	1,851
Berry College	707	557	410	297

TABLE 35--Continued

College or University	Total applications	Total accepted	No. enrolled in Fresh. class	Difference in applications and number enrolled
California Inst. of Tech.	1,213	310	204	1,009
Canisius College	1,055	773	427	547
Capital University	827	621	508	319
Carroll College	479	430	279	200
Case Institute	1,289	1,096	598	691
Catawba	713	434	235	478
Cedar Crest	499	292	151	297
Centrecolli	454	339	207	304
Chatam College	648	416	196	452
Citadel College	1,800	950	751	669
Clarkson College	1,730	1,265	670	1,060
Coker College	199	125	100	99
Colgate	2,605	853	450	2,155
College of New Rochelle	737	582	250	487
College of Steubenville	648	448	292	356
Central Conn. State College	4,062	2,305	1,468	2,594
College of Idaho	430	380	314	116
Cannall College	500	375	326	174
Colorado State College	3,551	3,155	1,707	1,844
Clark University	1,900	600	300	1,600
College of Emporia	591	337	302	289
University of California				
Calif. College of Medicine	857	115	82	775
University of California	1,696	1,280	958	738
College of Notre Dame	540	404	233	307
Clemson University	3,700	2,500	1,479	2,200
California Luthern College	466	413	360	106
Chico State College	1,927	1,219	862	1,065
Colorado State University	7,000	4,500	3,821	3,179
Cleveland State University	2,100	1,650	1,116	984
Central Missouri St. College	3,900	3,413	3,300	600
California Univ. Santa Cruz	1,176	957	530	646
Chaminade Col. of Honolulu	647	399	345	309
Cornell University	10,300	4,200	2,700	7,400
Catholic Univ. of America	2,000	1,200	467	1,533
California St. College L.A.	2,000	1,400	850	1,150
Coe College	787	582	308	479
College of Holy Cross	1,804	1,178	666	1,138
College of the Holy Name	356	289	158	198
William and Mary College	7,146	1,124	739	6,047
Colorado College	1,650	650	435	858
Columbia College	467	397	248	219
Columbia University	3,675	1,147	685	2,390
Converse College	741	478	256	485

TABLE 35--Continued

College or University	Total Applications	Total Accepted	No. enrolled in Fresh. class	Difference in applications and number enrolled
Converse College	741	478	256	485
Cooper Union	1,653	228	228	1,425
California W. University	1,900	925	585	1,315
California Inst. of Art	500	240	225	275
California University	1,324	1,155	735	589
California St. Polytechnic	2,131	1,507	1,121	1,010
Carlton College	1,800	600	365	1,435
Connecticut Col. for Women	1,650	717	361	1,289
California State College	3,692	2,248	1,368	530
Colby College	2,350	934	413	1,937
Chattanooga University	923	780	620	303
California University	3,300	3,300	1,830	1,470
Colorado School of Mining	1,000	650	465	535
Davidson College	1,274	426	278	886
Danbury State College	1,600	850	501	1,099
Drake University	2,936	1,130	1,054	1,881
Fairfield University	2,000	1,600	446	1,554
Farmington State College	692	379	242	450
Franklin and Marshall	1,951	965	477	1,474
Fairleigh Dickinson Univ.	6,025	3,000	1,550	4,475
Florida State University	4,324	3,000	2,020	2,304
Florida A & M University	1,525	1,100	958	567
Fort Lewis College	891	715	591	300
Findley College	752	512	466	286
Fresno State College	2,000	1,200	1,040	960
Florida Southern	1,160	711	451	609
Fordham University	5,180	2,768	1,338	3,842
Florida Presbyterian	834	451	270	164
Florida, University of	6,600	4,500	2,850	3,750
Fenn College	926	604	466	460
Finch College	274	159	114	160
Eastern Tenn. State Univ.	3,500	2,500	2,936	567
Emory University	3,000	1,400	644	2,356
Davis and Elkins	1,076	706	270	806
Denison University	2,069	891	498	2,471
Dickinson	857	478	449	408
De Pauw University	2,200	1,220	730	1,270
Doane College	386	361	176	210
Douglass College	3,895	1,627	825	3,070
Drew University	751	506	286	465
Drexel Inst. of Technology	3,568	2,005	1,273	2,295
Duke University	5,725	1,200	800	4,925
Duquesne	2,641	1,842	1,019	1,622
Earlham College	1,066	467	300	766

TABLE 35--Continued

College or University	Total applications	Total accepted	No. enrolled in Fresh. class	Difference in applications and number enrolled
East Carolina College	4,336	2,641	1,722	2,614
Eastern Baptist Sacred Heart	355	172	166	189
Elmhurst College	550	390	300	250
Elmira College	1,210	543	276	934
Emerson College	680	417	270	410
Franklin and Marshall	1,843	1,032	511	1,322
Furman	868	659	351	517
Georgia Tech.	3,600	2,100	1,300	2,300
Georgia Southern	1,148	890	661	478
Georgian Court	408	300	151	257
Gettysburg	2,459	997	536	1,925
Gonzala University	985	814	536	449
Gordon College	281	217	162	119
Goucher College	715	464	317	398
Greensboro	579	369	235	344
Grinell College	2,114	831	385	1,729
Gustauus Adolphus	1,000	850	613	311
Gwynedd-Mercy	369	289	226	143
Glassboro State College	4,000	1,700	850	3,845
Goddard College	780	250	155	625
Gannon College	1,042	804	561	481
George Washington University	2,565	1,809	976	1,589
Geneva College	751	585	419	332
Georgetown University	4,270	1,762	949	3,321
Golden Gate College	354	190	113	241
Hood College	984	520	297	687
Howard College	232	168	135	97
Hamilton College	1,091	438	243	848
Hanover College	789	557	394	407
Harvard College	6,850	1,368	1,204	5,646
Harvey Mudd	450	176	94	356
Hastings College	545	380	289	69
Haverford College	600	200	144	456
Heidelberg College	854	538	757	97
Hiram College	734	538	298	436
Hobart College	1,400	500	305	1,095
Hofstra College	3,831	2,265	1,030	2,791
High Point College	1,434	520	355	1,079
Hampden-Sydney	600	290	172	428
Hendrix College	510	477	287	223
Hope College	950	745	545	405
Hillsdale College	1,025	579	463	562
Hampton Institute	2,000	1,152	730	1,270
Illinois Inst. Tech.	1,183	845	526	657

TABLE 35--Continued

College or University	Total applications	Total accepted	No. enrolled in Fresh. class	Difference in applications and number enrolled
Immaculate Heart	245	186	148	137
Idaho State University	2,460	2,360	1,467	993
Illinois Wesleyan	862	630	450	412
Ithica College	1,106	947	664	442
Juniata	917	571	335	582
Jackson College for Women	1,285	254	185	1,100
Jackson State College	1,225	914	611	614
Jersey City State College	3,000	1,100	600	2,400
Kalamazoo College	1,323	666	361	962
Kansas State University	4,500	3,700	3,217	1,283
Kansas Wesleyan	518	350	265	253
University of Kansas	4,504	3,034	2,788	1,716
Jamestown College	362	281	182	200
Judson College	214	179	147	67
John Hopkins University	2,599	976	492	2,107
Loyola College	585	360	270	315
Ladycliffe	---	----	---	---
Lafayette	2,252	1,118	1,118	1,134
Lake Forest	816	533	315	501
Lebanon Valley	837	430	245	592
Lewis and Clark	883	755	420	463
Lycoming College	1,346	668	390	952
LaVerne College	248	206	152	96
Louisiana State University	5,679	4,455	4,202	1,477
Lehigh University	3,400	1,600	800	2,600
Lake Michigan College	750	750	632	118
Loyola College	3,199	1,504	1,662	1,537
Mundelein College	494	425	272	222
Marywood College	588	456	304	284
Massachusetts Inst. of Tech.	3,520	1,525	896	2,624
Meredith College	529	341	257	272
Merrimack College	2,417	1,142	515	1,902
Middlebury College	2,577	750	390	2,187
Millersville State College	1,376	998	796	580
Millikin University	590	505	431	159
Manhattan College	2,919	1,648	978	1,941
Mills College	593	411	260	333
Marymount College	707	437	244	463
Mercyhurst	426	281	182	244
Moravian College	686	451	269	417
Mount Holyoke	1,882	836	489	1,393
Mt. St. Agnes	290	200	127	163
Mt. St. Mary's	328	301	178	150
Mt. Union	731	460	391	340

TABLE 35--Continued

College or University	Total applications	Total accepted	No. enrolled in Fresh. class	Difference in applications and number enrolled
Muskingum	873	705	442	431
Mary Baldwin College	850	396	225	625
Monmouth College	793	581	387	412
Maine University	4,710	2,771	2,078	2,632
Muhlenberg College	1,564	643	369	1,195
Montana State University	2,341	2,247	2,967	274
Marietta College	2,201	1,288	588	1,613
Monmouth College	3,000	4,548	1,650	1,350
Montclair State College	5,444	1,944	910	4,534
Marquette University	3,499	2,898	1,694	1,805
Massachusetts Inst. of Tech.	3,809	1,561	968	2,841
Mayville State College	355	320	320	35
Manchester College	699	536	471	228
Miami University	8,585	4,335	3,053	5,532
Nasson College	842	397	219	623
Nazareth College	519	439	298	221
New York University	7,233	3,589	1,455	5,778
Newark College of Eng.	1,885	1,024	614	1,271
Newton College of Sacred Heart	670	390	218	452
North Carolina State College	3,292	2,701	2,178	1,114
Northwestern University	5,055	3,000	1,610	3,445
No. Dame of Staten Island	326	276	162	164
Newark State College	3,850	1,770	850	3,000
North Central College	557	377	255	302
Oakwood College	300	270	197	103
Occidenta College	1,800	735	397	1,403
Ohio Wesleyan	1,814	1,277	684	1,130
Ouachita Baptist State Univ.	719	573	513	206
Oregon State University	5,518	4,959	3,395	2,123
Philander Smith College	1,000	299	216	784
Parsons College	8,000	2,354	1,750	6,250
Pembroke College	1,490	397	156	1,334
Polytech. of Brooklyn	1,400	1,000	461	939
Pomona College	1,962	531	291	1,671
Princeton University	5,600	1,200	820	4,780
Principia College	370	227	119	251
Providence College	2,190	1,228	775	1,415
Purdue University	7,500	6,200	5,055	2,445
Park College	719	472	269	450
Parks College of Aeronautical Technology	337	208	170	167
Pennsylvania State Univ.	18,957	6,822	8,723	10,234
Pacific Lutheran	1,250	989	687	563

TABLE 35--Continued

College or University	Total applications	Total accepted	No. enrolled in Fresh. class	Difference in applications and number enrolled
Queen College	683	478	301	382
Radcliff College	2,099	354	300	1,799
Randolf Macon	824	503	295	529
Recel College	603	380	242	361
Reinhart College	292	240	195	97
Rhode Island College	1,800	1,047	750	1,050
Rice University	2,500	650	450	2,050
Ripon College	871	363	330	541
Roanoke College	596	440	250	345
Rockford College	415	298	161	254
Rosary College	448	330	215	233
Rollins College	1,200	600	325	756
Rosary Hill	624	513	332	292
Rose Polytech	486	331	284	202
Rutgers	8,262	2,300	1,700	6,562
Roosevelt University	891	577	375	516
Rocky Mountain College	250	220	174	76
St. Louis University	4,000	3,000	2,028	2,082
Simmons College	573	517	354	1,219
Skidmore	1,550	650	450	882
Slippery Rock State College	1,511	864	740	771
Smith College	2,480	1,052	636	1,844
Southern Methodist College	1,885	1,599	1,052	833
Springfield College	1,900	600	431	1,469
Southwestern at Memphis	694	496	307	387
Stanford Univ. at Buffalo	7,700	1,825	1,269	6,431
State University of N. Y.	8,950	4,600	2,291	6,659
Stetson University	1,042	703	505	537
Suffolk University	632	391	293	339
Sweetbriar College	878	432	238	640
Syracuse University	10,353	4,753	2,401	7,952
St. Bonaventure University	1,870	1,068	614	1,256
Southeast Missouri St. Col.	1,713	1,678	1,678	35
Sarah Lawrence	967	169	141	821
Stephens College	2,450	1,500	1,100	1,350
San Francisco State College	4,287	1,523	2,190	2,107
State College of Mass.	3,700	1,275	801	2,870
Southern Conn. State College	4,200	1,800	1,350	2,850
South Dakota University	1,360	1,290	1,264	96
Swarthmore College	2,500	400	290	2,210
South Oregon College	2,300	1,850	1,152	1,148
Stanford University	800	717	533	267
Southern State College	1,200	900	900	300
Southern Illinois	12,765	5,421	4,283	8,482

TABLE 35--Continued

College or University	Total applications	Total accepted	No. enrolled in Fresh. class	Difference in applications and number enrolled
South-Eastern Bible Col.	195	188	184	11
St. Andrews Pres. College	649	515	206	443
St. Bernard College	310	276	194	116
John Fisher	640	122	301	339
St. John College	128	88	84	44
Annapolis	289	167	123	166
St. John University	849	577	441	408
St. Joseph, Pennsylvania	1,449	705	466	983
St. Joseph, New York	461	354	140	321
St. Lawrence University	2,479	1,104	531	1,948
St. Mary of the Woods	346	248	175	171
St. Dominican	225	180	154	71
St. Michaels College	1,040	507	302	738
St. Norbert College	467	515	427	60
St. Olaf College	1,537	897	741	796
St. Peters College	1,229	813	443	667
St. Vincents College	887	487	161	726
St. Xavier College	394	277	197	197
Scripps College	500	188	124	376
Seattle Pacific	636	517	412	224
Seton Hill	478	380	209	269
Siena College	1,144	692	410	1,034
Seattle University	2,107	1,706	1,110	997
San Jose State College	24,346	17,650	2,900	21,446
Tulane University	3,603	2,252	6,065	2,538
Taylor University	510	372	311	199
Trinity College	1,825	600	332	1,493
Texas-Christian University	1,060	976	889	171
Transylvania College	675	426	317	358
Trinity College, Washington	601	444	207	394
Trinity College, Texas	674	555	437	237
Tufts	3,505	2,039	1,045	2,460
Tuskegee Institute	1,750	1,347	738	1,012
Tennessee Wesleyan	800	400	300	500
The Colorado College	1,650	435	650	1,000
The University of New Mexico	2,070	1,200	690	1,380
Union College	1,523	688	344	1,179
U. S. Air Force	6,400	1,175	1,053	5,347
U. S. Coast Guard	2,672	573	266	2,406
U. S. Naval Academy	6,220	1,334	1,344	4,876
University of Bridgeport	5,088	2,160	1,043	4,045
University of Chicago	2,000	1,152	677	1,323
University of Hartford	1,162	684	423	739
University of Maine	3,360	2,068	1,423	1,937
University of No. Carolina	1,370	2,398	2,080	2,290
University of Greensboro	2,447	1,799	1,204	1,243

TABLE 35--Continued

College or University	Total applications	Total accepted	No. enrolled in Fresh. class	Difference in applications and number enrolled
University of Notre Dame	4,120	2,400	1,584	2,536
University of Portland	879	798	547	332
University of Puget Sound	1,407	1,100	626	781
University of Redlands	1,300	640	396	904
University of Rhode Island	4,748	2,739	1,437	3,311
University of Rochester	3,764	1,842	861	1,557
University of San Francisco	1,605	1,320	722	883
University of Pacific	1,412	971	650	762
University of the South	515	332	219	296
University of Toledo	6,000	3,800	2,850	3,150
University of Vermont	3,070	1,703	1,075	2,595
University of Virginia	4,411	2,233	1,297	3,114
Upland College	41	30	21	20
Ursinus	1,200	444	275	925
Utica College of Syracuse	616	43	294	322
University of South Florida	5,500	4,300	2,138	3,362
University of Dubuque	629	347	294	335
University of Denver	4,055	2,717	1,472	2,583
University of So. Carolina	5,411	3,402	3,071	2,340
University of Kentucky	5,000	3,500	2,000	2,200
University of Iowa	4,961	4,088	2,841	2,120
University of Detroit	3,901	2,550	1,250	2,651
University of No. Carolina	8,663	3,602	2,305	6,358
University of Utah	5,800	3,463	3,851	1,949
U. S. Merchant Marine	2,711	1,134	338	2,373
University of Neon	6,000	5,120	4,195	1,805
University of Massachusetts	22,000	3,108	2,000	20,000
University of Dayton	6,500	3,700	2,343	4,158
University of California	5,452	4,127	3,345	2,107
University of California	27,515	13,468	11,298	16,217
University of California	1,200	900	625	575
University of Cincinnati	9,347	5,271	4,315	5,032
University of Miami	6,739	4,222	2,086	4,653
University of Pittsburgh	4,049	1,790	1,602	2,447
University of Wyoming	2,700	2,229	1,158	1,047
University of No. Dakota	1,754	1,500	1,634	120
University of Washington	8,456	6,987	6,987	1,469
University of Louisville	1,500	1,000	1,200	300
University of Tampa	2,200	1,200	600	1,600
University of New Hampshire	21,667	2,390	1,654	3,013
University of Maryland	14,683	11,131	5,776	8,907
University of So. California	3,500	2,100	1,400	2,100
University of Georgia	4,251	7,898	2,754	1,497
University of Pennsylvania	7,400	2,800	7,780	5,720
University of Arkansas	3,400	3,000	2,850	550

TABLE 35--Continued

College or University	Total applications	Total accepted	No. enrolled in Fresh. class	Difference in applications and number enrolled
University of Oklahoma	6,000	5,256	4,171	1,829
University of Delaware	5,217	2,000	1,731	3,486
University of Michigan	15,594	7,300	4,542	11,052
Valparaiso	2,242	1,756	1,070	1,171
Vassar College	1,600	682	431	1,169
Villanova University	4,169	2,934	1,533	2,636
Va. Military Institute	1,525	594	382	1,145
University of Virginia	5,200	2,200	1,300	3,900
Virginia Polytech. Inst.	4,605	2,584	2,121	2,484
Vanderbilt University	3,000	1,800	1,000	2,200
West Virginia University	6,309	2,186	3,083	3,226
Western Illinois University	5,500	3,045	2,274	3,226
Wesleyan College	511	436	284	227
Willimantic State College	561	112	257	286
Winthrop College	2,100	1,400	1,200	900
Wabash College	540	438	250	290
Washington University	3,000	1,850	900	2,700
Wayne State	5,922	3,726	2,751	3,171
Webster College	310	305	230	80
Wellesley College	2,090	697	494	1,596
Wells College	706	360	165	54
Wesleyan University	2,042	543	385	1,657
Western Carolina College	2,000	1,500	813	1,177
Western College for Women	550	326	204	146
Westminster College	409	326	227	182
Westmont College	278	242	170	108
Wheaton College, Illinois	1,277	629	490	787
Wheaton College, Mass.	1,478	965	439	1,039
Whitman College	799	507	314	483
William Smith	525	265	112	413
Williams College	1,243	506	320	1,054
Wilmington College	373	302	250	123
Whillenberg	1,798	1,034	662	1,136
Womens College, Georgia	443	386	330	113
Worcester Poly Tech	1,430	791	376	1,054
Western State College	2,141	1,435	836	1,305
Wake Forest College	3,414	1,027	677	2,737
Western Reserve University	1,780	1,380	770	1,010
William and Mary College	7,146	1,124	739	6,407
Western Michigan University	8,930	6,740	4,040	4,890
Washburn University	3,748	3,298	1,709	2,039
Willamette University	923	708	443	520
Yale University	6,131	1,406	1,025	5,106
Yeshiva University	955	740	529	426
Totals	1,084,410	615,737	401,441	682,969

APPENDIX F

DATA ON RESEARCH STUDY (IVY LEAGUE) APPLICATIONS, 1965-66

TABLE 36

RESEARCH STUDY SURVEY OF IVY LEAGUE APPLICATIONS
SECONDARY SCHOOL COUNSELOR TIME USED

College or University	Total applic.	Total accepted	No. in Fresh. Class	Diff. in applic. & no. enrolled	Time used	
					Min. used	Counselor hr. lost
Antioch	1,310	681	455	855	90	1,283
Bennington	406	150	110	296	90	444
Boston College	12,119	6,608	3,041	9,078	90	13,616
Bowdoin	752	311	245	507	90	510
Brandois	2,100	850	537	1,563	90	2,345
Brown	5,000	1,100	664	4,336	90	6,504
Bucknell	4,776	1,854	731	4,045	90	6,065
Clark	1,900	600	300	1,600	90	2,400
Colby	2,350	934	413	1,937	90	2,905
Col. of Holy Cross	1,804	1,178	666	1,138	90	1,707
Columbia University	3,075	1,147	685	2,390	90	3,585
Cornell University	10,300	4,200	2,700	7,600	90	11,400
Dartmouth	4,700		812	3,888	90	5,830
Denison	2,033	887	495	1,538	90	2,307
Duke	5,725	1,200	800	4,925	90	7,389
Fordham	5,180	2,768	1,338	3,842	90	5,912
Georgetown	4,270	1,760	949	3,321	90	4,982
Hamilton	1,091	438	243	848	90	1,271
Harvard	6,850	1,368	1,204	5,646	90	8,469
Haverford	600	200	144	456		684
Lake Forest	816	533	315	501	90	502
Lehigh	3,400	1,600	800	2,600	90	3,900
Middlebury	2,579	750	390	2,187	90	2,830
Occidental	1,800	735	397	1,403	90	2,105
Pomona	1,962	531	291	1,671	90	2,561
Princeton	5,600	1,200	820	4,098	90	6,147
Radcliffe	2,099	354	300	1,799	90	2,698
Reed	603	380	242	361	90	542
Ripon	871	363	330	545	90	819
Springfield	1,900	600	431	1,469	90	2,204
Stanford	7,700	1,825	1,269	6,431	90	9,647
Tufts	3,505	2,039	1,049	2,460	90	3,690
Tulane University	3,603	2,252	1,065	2,538	90	3,860
Union	1,523	688	344	1,179	90	1,518
Chicago University	2,000	1,152	677	1,323	90	1,985
Pennsylvania Univ.	7,400	3,000	2,850	550	90	825
Rochester University	4,049	1,790	1,602	2,447	90	3,670
Virginia University	4,411	2,233	1,297	3,114	90	4,671
Wabash	540	438	250	290	90	435
Wells	706	360	165	541	90	812

TABLE 36--Continued

College or University	Total applic.	Total accepted	No. in Fresh. class	Diff. in applic. & no. enrolled	Time used for applications	
					Min. used	Counselor hr. lost
Wesleyan	2,042	543	385	1,657	90	2,485
Williams	1,043	506	320	1,054	90	1,581
Worcester	1,430	791	376	1,054	90	1,581
Yale	6,131	1,406	1,025	5,106	90	5,159
Totals	171,608	55,396	31,747	139,864		155,835

TABLE 37

RESEARCH STUDY SURVEY OF IVY LEAGUE APPLICATIONS
ESTIMATED SECONDARY SCHOOL COUNSELOR TIME USED AND COST*

College or University	Total applications	Minutes Time for each form	Cost per application	Cost for all applications	No. in Fresh. Class	Total cost accepted applications	Total cost unaccepted applications
Antioch	1,310	90	\$7.75	\$10,152.50	455	\$3,526.25	\$6,626.25
Bennington	406	90	7.75	3,154.50	110	852.50	2,302.00
Boston College	2,808	90	7.75	21,762.50	1,246	9,656.50	12,105.50
Bowdoin	752	90	7.75	5,828.00	245	1,898.75	3,929.25
Brandeis	2,100	90	7.75	16,275.00	537	4,161.75	12,113.25
Brown	5,000	90	7.75	38,750.00	664	5,146.00	33,604.00
Bucknell	4,766	90	7.75	36,936.00	731	5,665.25	31,270.75
Clark	1,900	90	7.75	14,025.00	300	2,325.00	11,700.00
Colby	2,350	90	7.75	18,212.50	413	3,200.75	15,011.75
Col. of Holy Cross	1,804	90	7.75	13,981.00	666	5,161.30	8,819.50
Columbia University	3,075	90	7.75	23,751.25	685	5,308.75	18,442.50
Cornell University	4,700	90	7.75	36,425.00	2,700	6,203.00	30,222.00
Dartmouth	1,274	90	7.75	4,937.50	812	2,154.50	7,781.50
Denison	2,033	90	7.75	15,755.75	495	3,834.25	11,921.50
Duke	5,725	90	7.75	44,368.75	800	6,200.00	38,168.75
Fordham	5,180	90	7.75	40,245.00	1,338	10,369.00	29,875.50
Georgetown	4,270	90	7.75	33,092.50	949	7,354.75	25,737.75
Hamilton	1,091	90	7.75	8,455.25	243	1,883.25	6,572.00
Harvard	6,850	90	7.75	39,887.50	1,204	9,331.00	30,556.50
Lake Forest	816	90	7.75	6,324.00	315	2,441.25	3,882.75
Lehigh	3,400	90	7.75	26,350.00	800	6,200.00	20,150.00
Middlebury	2,579	90	7.75	19,987.25	390	3,022.50	16,964.75
Occidental	1,800	90	7.75	13,950.00	397	3,076.75	10,873.25
Pomona	1,962	90	7.75	15,205.50	291	2,255.25	12,945.25
Princeton	5,600	90	7.75	43,400.00	820	6,255.00	37,045.00
Radcliffe	2,099	90	7.75	2,099.00	300	2,325.00	13,942.25
Reed	603	90	7.75	4,673.25	242	1,875.50	2,797.75
Ripon	871	90	7.75	6,750.25	330	2,557.50	4,192.75
Springfield	1,900	90	7.75	14,725.00	431	3,340.00	11,385.00
Stanford	4,700	90	7.75	59,675.00	1,269	9,834.75	49,840.25

TABLE 37 --Continued

College or University	Total applications	Minutes Time for each form	Cost per application	Cost for all applications	No. in Fresh. Class	Total cost	
						accepted applications	unaccepted applications
Tufts	3,505	90	\$ 7.75	\$ 27,163.75	1,049	\$ 8,129.75	\$ 19,034.00
Tulane University	3,603	90	7.75	27,923.75	1,065	8,253.75	19,670.00
Union	1,523	90	7.75	11,803.25	344	2,666.00	9,137.25
Chicago University	2,000	90	7.75	15,500.00	677	5,246.75	10,253.25
Pennsylvania Univ.	7,400	90	7.75	57,350.00	2,850	22,087.50	35,262.50
Worcester University	4,049	90	7.75	31,379.75	1,602	12,415.50	18,964.25
Virginia University	4,411	90	7.75	34,185.25	1,297	10,051.75	24,133.50
Wabash	540	90	7.75	4,185.00	250	1,937.50	2,247.50
Wesleyan	2,042	90	7.75	15,825.50	385	2,983.75	12,841.75
Williams	1,043	90	7.75	8,083.25	320	2,480.75	5,602.50
Worcester	1,430	90	7.75	11,082.50	376	2,914.00	8,168.50
Yale	6,131	90	7.75	47,515.25	1,025	7,943.75	39,571.50
Totals	171,608			1,329,962.00	31,747	246,049.25	1,083,912.75

*Costs in this survey based on an average secondary school counselor salary rate of \$4.60 per hour.

APPENDIX G

COMMENTS OF COUNSELORS IN FLORIDA HIGH SCHOOLS CONCERNING
DUTIES AND USE OF TIME

Comments of Counselors in Florida High Schools With
Under 1,000 Enrollment

I feel that personal counseling is of prime importance followed by group counseling. I feel that a counselor should supervise the schools' testing programs. I spend so much of my time on "paper" work that I feel like a glorified secretary.

Counseling should not include extra activities such as:

1. Selling tickets at various activities
2. Keeping ground and hall duties
3. Clerical work
4. Running errands for the principal
5. Taking sick children home.

This is a small high school with big ideas; the counselor does not have time to counsel. A heavy testing program with the counselor doing all of the recording, etc. is too much. I should like to counsel more.

We do too much clerical work as making student directories, recordings of permanent records, and compiling permanent office report cards. We have non-testing time to do errands for the administration.

There is definitely too much time spent on non-guidance duties. I spent 11 weeks during the 1964-65 term scheduling and changing schedules for students.

I am swamped with clerical work. Applying test scores, working with cum folders, processing college and scholarship applications, filling out job recommendations leaves little time to counsel students.

I feel that the counselor's time should be spent counseling with students, teachers, and parents.

I am fortunate in that my principal is guidance oriented and permits me to set up my time schedule as I see fit. I keep a daily log to justify my time and make evaluation of time spent in different activities readily accounted.

Guidance personnel should be assigned only guidance duties--such administrative chores as preparing schedule sheets, supervising scheduling (other than counseling about schedules), tabulation of schedules, signing admit slips and off-campus excuses, and other administrative duties should be removed from guidance.

I have not indicated the amount or percent of time that should be spent in the various areas for this would depend upon the structure of the school system, and the allocation of personnel, clerical and professional counselors. Certainly, each of us wishes for a utopian situation. . .but guidance in Florida schools is still in its infancy, and we must look at even our dreams with a realistic eye.

A counselor's duties should be the following: pupils' personal problems; program planning; counseling with teachers; testing programs in the school; helping pupils with use of vocational material, college requirements, etc. A counselor should not have any responsibilities regarding discipline, administration or attendance records.

Comments of Counselors in Florida High Schools With
1,000 to 2,000 Enrollment

At the rate we are going, counselors are the highest paid clerks in the school system. The sad thing is that most of us have not had clerical training.

All counselors should be provided with hired, reliable clerical help to relieve them from secretarial tasks for real counseling and to provide the necessary time to acquaint themselves with students' plans and aspirations.

Counseling load should be cut to 250 students per counselor.

My greatest complaint is the amount of writing I have to do. Many hours could be saved by the purchase of a dictaphone and additional secretarial help.

- ✓ 1. Inadequate preparation of counselors
2. Too many do not possess desirable personality characteristics for successful counseling
3. Not enough individual or group personal counseling

Comments of Counselors in Florida High Schools With
2,000 to 3,000 Enrollment

Need full-time secretary; need more counselors. A ratio of 2,600 students and two counselors last year.

There is too much clerical work in our duties. It reduces the effectiveness of the percent of college and personal counseling.

There is a real need on the part of administrators, teachers, and counselors of a better understanding of what functions should and should not be included under the headings of "counseling" and "guidance." Professional talent is being misused doing file clerk and typist types of work.

Completing college and scholarship application forms is endless.

I do not like the above percentages (the estimates the counselor filled in on use of time) but, until we obtain more funds for clerical help, we are stuck with them.

I work about 11 hours per day and about eight over the weekend. I have no clerical help and must counsel and register all students, test all students, send and receive all transcripts, and do various administrative jobs. One thousand, one hundred and eighty students are too many to work with and do a good job.

This is my first year of counseling. I have 10th grade education. I believe our school has ideal counseling conditions (7 counselors for 2,700 students, plus registrar and clerical help).

I do not feel that discipline should be associated with guidance. Insisting on firm adherence to plans and disciplining one's thinking is part of guidance, but not suspending, etc.

Counselors have too little "say-so" in the planning and development of the curriculum.

Since counseling affects all children, it seems to me that counselors should be included in all planning that involves students, even though this is time consuming. It would cut down on a lot of wasted efforts. I believe we should be consulted when administration decisions are made concerning our counselors.

Comments of Counselors in Florida High Schools With Over 3,000 Enrollment

As a counselor, our full time should be utilized to this goal--counseling of students. Any other areas in which one may have contact is only in helping with the counseling problems and not in assigned administrative duty.

The counseling load is too heavy. Some counselors have 500. Those of our group who teach have over 400.

A counselor should have at least five years of teaching experience, then go into full-time guidance. The elementary schools should be provided with counselors, visiting teachers, and psychologists.

More individual and personal guidance to those who have been having problems.

I feel that teachers who have the most classroom problems, appreciate the guidance program the least. They seem to have the attitude of wanting their pupils punished, not counseled. The right attitude of the teachers toward guidance is extremely beneficial to the guidance program.

A counselor is a person who should have the training and personality to deal successfully with group dynamics and individual counseling. It is a waste of time, talent, and energy and money to train a person to be a counselor and then assign him to routine clerical and/or administrative duties. This reduces the total effectiveness.

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BIOGRAPHICAL SKETCH

Kathleen Deming Brady was born January 8, 1920, at Enid, Oklahoma.

In June, 1937, she was graduated from Oyster Bay High School, New York. She attended the College of William and Mary in 1937 through 1938, the Art Students League in New York City from 1938 through 1940, Oklahoma University from 1940 to 1941, and received her B. S. degree cum laude from New York University in 1943. She taught Art in Potsdam, New York, in 1943 and was selected to take the Army Occupational Therapy Training Course at the Philadelphia School of Occupational Therapy, Pennsylvania University, in 1944. Following this, she was employed as an Occupational Therapist in Army hospitals and in 1946 was appointed Director of Occupational Therapy at Perry Point Veterans Hospital where she worked until 1956.

Following this, she taught art in Ohio and Michigan and was enrolled in the graduate school of Wayne State University. Moving to Florida in 1961, she served as consultant to the physically handicapped children in Brevard County from 1961 to 1964, receiving her masters degree from the University of Florida in 1964.

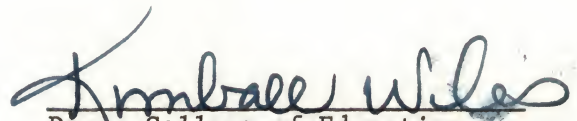
The following year, she was employed as a graduate assistant at the University of Florida and has, to the present, pursued her work toward the degree of Doctor of Education while interning and employed in counseling at Satellite High School, Florida.

Kathleen Deming Brady is married to Frederick S. Brady and is the mother of three children. She is a member of the Council of Exceptional

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This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of that committee. It was submitted to the Dean of the College of Education and to the Graduate Council and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

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